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ABSTRACT

This resource book is designed to assist teachers in implementing California's history-social science framework at the 10th grade level. The models support implementation at the local level and may be used to plan topics and select resources for professional development and preservice education. This document provides a link between the framework's course descriptions and teachers' lesson plans by suggesting substantive resources and instructional strategies to be used in conjunction with textbooks and supplementary materials. The resource book is divided into eight units: (1) "Unresolved Problems of the Modern World"; (2) "Connecting with Past Learnings: The Rise of Democratic Ideas"; (3) "The Industrial Revolution"; (4) "The Rise of Imperialism and Colonialism: A Case Study of India"; (5) "World War I and Its Consequences"; (6) "Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia"; (7) "World War II: Its Causes and Consequences"; and (8) "Nationalism in the Contemporary World." Each unit contains references. (EH)

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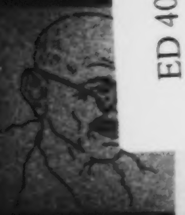

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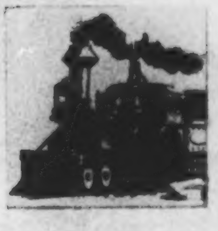

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Course Models for the History–Social Science Framework

Grade *10*

World History, Culture, and Geography: The Modern World

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World History, Culture, and Geography: The Modern World was developed by the History–Social Science and Visual and Performing Arts Office, California Department of Education, from material prepared by the History Project in California and the Connections Project (see Acknowledgments). It is the fifth volume, produced for grade ten, in the series titled *COURSE MODELS FOR THE HISTORY–SOCIAL SCIENCE FRAMEWORK*. The document was edited for publication by Stephanie Prescott, working cooperatively with Diane Brooks, Rodney Atkinson, and Terry Givens. The series design was developed by Steve Yee, and the interior was formatted by Paul Lee, who also prepared the cover. Jamie Contreras, Ken Gardella, and Carey Johnson set type for the document.

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Cover Photograph: Berliners atop the Berlin Wall celebrate the opening of the border crossings between East and West Berlin in 1989. In the background is the Brandenburg Gate. AP/Wide World Photos.

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DEDICATED TO THE MEMORY OF

Charles Staneart

1944–1994

Whose contributions to this publication and to education in California are a valued legacy.

His commitment,
energy,
inquisitiveness,
creativity,
and good humor
will remain
an inspiration
to all
who had the privilege
of working with him.

> *Is Life a boon?*
> *If so, it must befall*
> *That Death, whene'er he call,*
> *Must call too soon.*
>
> W. S. Gilbert
> *The Yeomen of the Guard*, Act I

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Foreword

The year that I was a high school sophomore, President John F. Kennedy was assassinated. Clearly, a few chilling moments on that autumn day in 1963 changed our nation and the world forever. For every nation and society, there are people and events which students need to learn about so that they better understand the world in which they live.

Course Models for the History–Social Science Framework, Grade 10—World History, Culture, and Geography: The Modern World is concerned with pivotal events of the last 300 years. These three centuries were witness to the momentous developments that not only formed our modern world but continue to impact all of our lives today. It is essential that all students understand the significance of these events to their own lives—private, civic, and vocational—and to society at large. The study of history–social science, guided by the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade 12*, makes that understanding possible.

Teachers are responding enthusiastically to the reform efforts envisioned in the *History–Social Science Framework*. At the same time, they are making strong pleas for textbooks, other instructional materials, and intense professional training to support the *Framework*'s implementation.

Recently, in response to educators' expressed needs, there has been an increase in the number of instructional resources that align with the *Framework*. Some software publishers are developing history–social science programs which are interactive; provide access to varied resources; and allow opportunities for students to use and create databases, maps, and time lines. In addition, the California History–Social Science Project, begun in 1989, holds regional institutes each summer at ten university sites and schedules follow-up activities throughout the year.

With the publication of *World History, Culture, and Geography: The Modern World,* the fifth in a series of grade-level publications, we hope to provide yet another tool to assist school administrators, curriculum specialists, librarians, and teachers in implementing the *Framework*. The wide variety of resources and strategies recommended in the *Course Models* can be used in local and regional staff-development programs. We also expect the series to be used in teacher-education programs in our colleges and universities. The 13-volume series is scheduled for completion by 1997.

We intend for this new volume in the *Course Models* series to offer stimulating ideas to enrich the teaching of history–social science, enliven instruction for every student, highlight important topics, and help make learning more memorable. It should be a valuable resource for California's teachers and curriculum leaders, as well as to educators nationwide who are using the *History–Social Science Framework for California Public Schools*.

Delaine Eastin

State Superintendent of Public Instruction

Preface

Educators across the state have applauded the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve*. With their positive reception have come many requests for supporting materials, in addition to traditional textbooks, that will provide opportunities for teachers and students to explore topics in greater depth and apply a variety of instructional and learning strategies. This publication, COURSE MODELS FOR THE HISTORY–SOCIAL SCIENCE FRAMEWORK, GRADE *10—World History, Culture, and Geography: The Modern World*, was prepared in response to those requests. It is the fifth in a series of grade-level publications.

Development of the COURSE MODELS for grade ten began in 1989 and 1990 when teachers of kindergarten through grade twelve, participants in the History Project in California, convened at the University of California, Los Angeles. Funded by ESEA, Chapter 2, this summer institute brought together teachers who were selected from a large number of exemplary candidates; among the selection criteria were successful teaching experience, creativity in instruction, knowledge of history–social science, and their peers' respect for their potential as trainers. We extend our appreciation to the County/State Steering Committee of the California Association of County School Superintendents and to professional organizations for their roles in helping to select outstanding teacher representatives.

The institute's participants worked in grade-level groups. The grade ten teams, whose efforts resulted in much of the content of this document, brought personal resources to this endeavor, applied the findings of the institute's researchers, and identified resources beyond textbooks. Their work was supported by the institute's directors and facilitators, academic scholars, master teachers, and curriculum specialists.

Participants also developed content-appropriate teaching strategies to make these resources relevant for students. Resources and strategies were then field-tested by teachers and their peers and refined when the teachers and scholars met the following spring. Each participant involved colleagues in his or her school and district extensively in the field testing.

The resources in this document have been enhanced with ideas from the Connections Leadership Project, directed by Pam Stalley. This project is housed at Williams Unified School

District and funded by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The project is monitored by Constance Gipson, Gender Equity Consultant, California Department of Education. The collaboration of the Connections Leadership Project and the History–Social Science and Visual and Performing Arts Office marks a strong effort toward integrating academic and vocational education curricula.

We extend particular appreciation for the conceptualization of the summer institute and follow-up to Patricia Taylor of the Center for Academic Interinstitutional Programs (CAIP). She served as the institute's codirector with Francie Alexander and Diane Brooks. Appreciation is also extended to Fred Tempes for his support and review of draft materials. Special gratitude is extended to Paul Gagnon, who has contributed significantly to the development of the *COURSE MODELS* as resident scholar and academic editor.

This publication is dedicated to the memory of Chuck Staneart, former coordinator for history–social science, Orange County Office of Education, who provided valuable assistance in developing and refining lesson ideas.

Further development of the *COURSE MODELS*, including the addition of current materials and the selection of illustrations, was provided by staff in the History–Social Science and Visual and Performing Arts Office: Rodney Atkinson, Ira Clark, Eva Fong, and Terry Givens.

PATRICIA HOGAN NEWSOME
Deputy Superintendent
Curriculum and Instructional
Leadership Branch

GLEN THOMAS
Assistant Superintendent
and Executive Secretary
Curriculum Commission

DIANE L. BROOKS
Administrator
Curriculum Frameworks
and Instructional Resources Unit

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Initial drafts of this publication were developed and field-tested by participants in the 1989 History Project institute in California for tenth grade. The titles of contributors were current during the development of this document.

Lourdes Hempstead
Hilltop High School
Sweetwater Union High School District

Orlando Martinez
English Language Center
Hayward Unified School District

Charles Staneart
Huntington Beach Unified School District

Developmental efforts were supported by the institute's faculty, directors, and specialists:

Francie Alexander, Codirector
Associate Superintendent, Curriculum, Instruction, and Assessment Division
California Department of Education

Joseph Beaton, Geography Scholar-in-Residence
Associate Professor of Geography
California State Polytechnic University, Pomona

Diane L. Brooks, Codirector
Administrator, History–Social Science and Visual and Performing Arts Office
California Department of Education

Joan Clemons, Geography Scholar-in-Residence
Coordinator
Southern California Geographic Alliance

Jan Coleman, Facilitator
Thornton Junior High School
Fremont Unified School District

Jason Corbett, Institute Assistant
Program Assistant
Center for Academic Interinstitutional Programs (CAIP)
University of California, Los Angeles

Paul Gagnon, World History Scholar-in-Residence
Professor of History
University of Massachusetts
Principal Investigator for the Bradley Commission on History in the Schools

Tom Gibbons, Institute Coordinator
Director of History–Social Science Education
Center for Academic Interinstitutional Programs (CAIP)
University of California, Los Angeles

Robert Harris, Economics Scholar-in-Residence
Consultant
California Department of Education

Patricia Taylor, Codirector
Executive Director
Center for Academic Interinstitutional Programs (CAIP)
University of California, Los Angeles

Scott Waugh, World History Scholar-in-Residence
Professor of History
University of California, Los Angeles

Participants in the 1990 History–Social Science Project institute also developed resources for this publication. Teachers who participated on the tenth grade team are:

Greg R. Ciapponi
Liberty High School
Liberty Union High School District

Ann Comito
Upland High School
Upland Unified School District

Patricia Geyer
Hiram Johnson High School
Sacramento City Unified School District

Benn Kerr
Canyon High School
William S. Hart Union High School District

Cindy Lenners
Salinas High School
Salinas Unified School District

Dorothy Paige
Compton High School
Compton Unified School District

Mario Ruiz
Curriculum Center
Pomona Unified School District

Frank A. Schiro
Lindsay High School
Lindsay Unified School District

Irene Segade
San Diego High School
San Diego City Unified School District

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Don Davis
Valley View High School
Moreno Valley Unified School District

Caron Jeffery
Fontana High School
Fontana Unified School District

Gary Tompkins
Rim of the World High School
Rim of the World Unified School District

Earldine Wesik
Montebello Adult School
Montebello Unified School District

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Gloria R. Blanchette, Instructor
Sam Brannan Middle School
Sacramento City Unified School District

Ramon D. Chacon
History and Ethnic Studies
Santa Clara University

Susan Cronenwett, Coordinator
Mentor Teacher and Sex Equity Programs
Sacramento City Unified School District

Richard Garcia
Ethnic Studies Program
California State University, Hayward

Constance Gipson, Project Monitor
Gender Equity Consultant
California Department of Education

Patricia Hill
Professor of English
University of San Francisco

Joyce Hing-McGowan, Director, Connections Project
School of Education
San Francisco State University

Betty McEady-Gillead
Associate Professor, Teacher Education
California State University, Sacramento

Carolyn Olive
Instructor
Kennedy Middle School and McKinley Intermediate School
Redwood City Elementary School District

Pam Stalley
Project Director
Williams Unified School District

Bernice Zamora
English Department
Santa Clara University

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Mary Carol Deane
Helen M. Wilcox Elementary School
Palermo Union School District

Dennis Dingemans
Associate Professor
Department of Geography
University of California, Davis

Jennifer Helzer
Cartographer
Department of Geography and Planning
California State University, Chico

Thomas Krabacher
Associate Professor
Department of Geography
California State University, Sacramento

Debra Williams
Maywood Middle School
Corning Union Elementary School District

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Homestead High School
Fremont Union High School District

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Stanford University

Robert J. Carraro
Arlington, Virginia

Allen Damon
Katonah, New York

Ross Dunn
Department of History
University of California, San Diego

Mark Elliot
Department of History
Wheaton College
Wheaton, Illinois

Neal Frey
Longview, Texas

Paul Gagnon
School of Education
Boston University
Boston, Massachusetts

David Hirschmann
Office of Latin American Affairs
U.S. Chamber of Commerce
Washington, D.C.

Cynthia Humes and Arthur Rosenbaum
Department of History
Claremont-McKenna College
Claremont

Barbara Jeffus
Director of Library Services
Clovis Unified School District

Walter Kansteiner
Forum for International Policy
Washington, D.C.

Semion Lyandres and Carol Leadenham
Hoover Institute on War, Revolution, and Peace
Stanford University

John McGinnis
Director of the Library
Cerritos Community College

Robert Michaelson and Corinne Boyle
Department of Religious Studies
University of California, Santa Barbara

Ross Munro and Adam Garfinkle
Foreign Policy Research Institute
Philadelphia, Pennsylvania

Robert Pickus
World Without War Council
Berkeley

Amanda Podany
Executive Director, California History–Social Science Project

Theodore Rabb
Department of History
Princeton University

Lyn Reece
Women in the World Curriculum Resource Project
Berkeley

Neil Rivenburg
Santa Rosa

Peter Rutland
Department of Government
Wesleyan University
Middletown, Connecticut

Marjorie Sabnis
Ontario-Montclair School District

Tara Sethia
Department of History
California Polytechnic University, Pomona

Diane Sloan and Julia White
Southern Center for International Studies
Atlanta, Georgia

Richard Stites
Department of History
Georgetown University
Washington, D.C.

Ruben Zepeda
Bilingual Education Office
Los Angeles Unified School District

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History–Social Science and Visual and Performing Arts Office:

Diane L. Brooks, Administrator
Rodney Atkinson, Consultant
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Minnie Turner, Office Technician

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Introduction to the Course Models

COURSE MODELS FOR THE HISTORY–SOCIAL SCIENCE FRAMEWORK, GRADE TEN—World History, Culture and Geography: The Modern World, is a resource designed to assist teachers in implementing the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve*. The purpose of these models is to support implementation of the *Framework* at the local level; they are not intended to be viewed as a mandated slate of activities or procedures. In addition to serving as a resource for teachers and other developers of curricula, the models may also be used to plan topics and select resources for professional development and preservice education.

The *COURSE MODELS* series represents a step between the *Framework*'s course descriptions and teachers' lesson plans. The models suggest substantive resources and instructional strategies to be used in conjunction with textbooks and supplementary materials. They serve as examples of activities from which teachers can design lessons to suit the needs and interests of their students. Teachers will need to prioritize topics and develop activities carefully, gauging the time necessary to convey essential learnings to students.

The course and unit titles in the *COURSE MODELS* series match those in the *Framework*. Essential topics for teaching the units described in the *Framework* are identified, and approximate instructional times are suggested. Each unit includes an annotated list of sample resources, including literature, primary sources, arts, and educational technology.

Five of the eight units delineated in the *Framework*'s tenth grade course description are developed in this volume. The writers selected one or more topics within these units and then outlined instructional practices that offer both breadth and depth, including varied activities, pertinent resources, ideas for curriculum-embedded assessment, strategies for use with Chapter 1 students,[1] and correlation of topics with other subject areas. From these suggested practices, teachers may select ideas to work into their own lesson plans.

Format

Units I–V follow the same format. Each begins with a rationale and overview ("Significance of the Topic"); there follow presentations of activities to introduce the sample topic ("Beginning the Topic") and to continue it ("Developing the Topic"). In the next section ("Culminating the Topic"), activities are suggested that encourage students to apply what they have studied through projects that demand deeper thought and better preparation than might otherwise be required. "Activities for Other Topics" includes activities that relate to topics other than the sample topic. This section is followed by one showing the correlation of history with other subjects and class periods (e.g., visual and performing arts and English–language arts).

---

[1] Chapter 1 of the Education Consolidation and Improvement Act (ECIA) of 1981. Chapter 1 funds are used to provide special educational assistance to students because of social, cultural, linguistic, or academic disadvantages.

Each unit contains an extensive, annotated list of sample resources, including books, articles, primary sources, art prints, music, and educational technology. Resources considered essential to the topic are marked with double asterisks (**); those deemed important or especially notable, with a single asterisk (*). Activities that are particularly effective for Chapter 1 students and for curriculum-embedded assessment are included throughout the models.

Units VI and VII consist of two sections each: "Topics in the Unit" and "General Resources." Unit VII includes, in addition to these two sections, "New Options for Study," which suggests updated pairings of countries for the comparison studies suggested in the *Framework* on pages 89–92. The new pairings, recommended by the State Board of Education, reflect the dramatic changes in the world since the *Framework* was published in 1988.

It was intended by the teacher-writers of the *COURSE MODELS* series that the abbreviated units be further developed in summer institutes and through other types of collegial staff development.

Appendixes to the developed units include helpful background readings for teachers or student materials to be duplicated and used in conjunction with activities. For each of the developed units, an appendix focusing on geography is a regular feature. The geographic background, concepts, and maps aid teachers in strengthening the geography strand of the curriculum.

The flexible nature of the *COURSE MODELS* allows teachers to select, adapt, substitute, and restructure instructional ideas to suit the needs of their students. The lists of resources are not exhaustive; teachers should rely as well on any additional materials they have identified that address the *Framework*.

Resources

The term *resources* as used throughout the series includes primary sources, literature (both nonfiction and fiction), background information, supplementary readings, art prints, plays, song collections, educational technology, and other types of materials for both students and teachers. Resources specifically intended for teachers' use are also cited, such as lesson materials produced by the National Center for History in the Schools.[2] In many cases, a unit's listings of resources relate directly to suggested activities in the unit; in other cases, a listed resource suggests ideas for further development of topics in the unit.

The *Course Models* series also demonstrates the broad perspectives that are essential to help students develop a clear understanding of historical events, including their causes and their consequences. To this end, resources and lesson ideas from the Connections Leadership Project are included, highlighting the lives of women and men in various ethnic groups and the ways in which they made history.

The teacher-writers considered the resources cited to be especially valuable when they field-tested the materials and have made every effort to identify those resources that are currently available. Titles known to have been out of print when this document went to press have been so indicated; they are listed for the sake of teachers and librarians who may have access to copies. If a publisher has deleted a title or if it is unavailable from local sources, a suitable substitution may need to be found. Librarians, curricular resource personnel, and colleagues can be very helpful, as can visits to schools, universities, public libraries, museums, historical societies, and bookstores.

Some of the resources listed in the *Course Models* series appear in the *Framework* or in *Literature for History–Social Science, Kindergarten Through Grade Eight* (1993); others are new citations. Instructional strategies and field-tested practices appropriate for Chapter 1 students are highlighted in *With History–Social Science for All: Access for Every Student* (1992). These documents are vital "idea sources" that can be used to extend the course models when local curriculum and lesson plans are being planned. These publications are available from the California Department of Education, Bureau of Publications, Sales Unit, (916) 445-1260.

Over the centuries the arts have reflected virtually every aspect of human experience and are important resources for enriching instruction in history–social science. Dance, drama, music, and the visual arts are rich evocations of human thought, activities, aspirations, and beliefs. For this reason, the arts are a vital means of enriching history–social science and should be integrated into the year's study. In instances when arts activities are less directly related to historical topics, these activities may be conducted during other class periods.

---

[2] National Center for History in the Schools, Moore Hall 231, 405 Hilgard Avenue, University of California, Los Angeles, CA 90024-1521.

In response to the initiation of the *Course Models* series, some companies have begun to design resources specifically relating to each of the *Framework*'s units for tenth grade. Both Sandak and University Prints, for example, offer series of art prints or slides selected for correlation with the tenth grade course. Interested teachers are referred to the "Visual and Performing Arts Resources" sections in each unit for purchasing information.

A variety of questions, including those often applied to more typical types of primary source material, may also be applied to many dances, plays, songs, and art prints. For example:

- What is the purpose of the work or the point of view expressed?
- Was the creator trying to accurately reflect historical detail, to comment, to convey the emotional impact of a particular time and place, to romanticize an event or era?
- What have people regarded to be worth singing about?
- What musical works from the past are still enjoyed by audiences today? What attitudes and knowledge must new audiences have in order to appreciate them?
- If students are enacting scenes from plays reflecting a historical era (e.g., *The Feast of Ortolans* or *The Little Clay Cart*), what emotion or conviction must be conveyed when speaking the lines?
- What were the social purposes of the eighteenth- and nineteenth-century theater? What political or cultural insights did audiences gain from plays?

The arts offer important windows on the past and demonstrate how history, geography, and culture continually affect each other. A well-developed arts curriculum across all grades is essential if dance, drama, music, and the visual arts are to become integral parts of a rich core curriculum.

Appropriate Strategies

Effective teaching involves the thoughtful coordination of content and strategy. The *History–Social Science Framework* encourages "a variety of content-appropriate teaching methods that engage students actively in the learning process." (See the *Framework*, pages 7 and 8.) The *Course Models* series supports this recommendation by offering a variety of strategies appropriate to the suggested resources. These strategies encompass written and oral reports; engaging homework; collaborative research; readers' theater or other forms of dramatization; map making and interpretation; student-developed newspapers and posters; art scanning; varied uses of biographies, poetry, and historical fiction; time lines; think-pair-share activities; open-ended questions; "grand conversations"; "lively lectures"; use of community resources for purposes of examining oral and genealogical history; computer programs; and comparison charts.

Strategies should be selected by considering what is to be learned, which strategy is most effective in cultivating learning, and how much time is needed. While writers of the *Course Models* acknowledge the importance of students' motivation, most of the suggested activities focus on helping teachers achieve an in-depth study of sample topics. Teachers should plan these activities carefully, taking care to provide ample opportunities for students' reading, writing, listening, and speaking.

The use of varied resources, called resource-based instruction, has proved to be successful in schools whose libraries and media centers offer a broad, rich collection of materials: indexed magazines, newspapers, art prints, art collections on laser disks, geography software, literature (fiction and nonfiction of various genres), and other kinds of resources. In this type of instruction, the media center is seen as an extension of the classroom. The center is staffed by a credentialed library media teacher who acts as a teaching partner, planning curriculum and instruction with the classroom teacher, actively coaching and assessing students' work in the media center, and matching resources to students' needs, based on the curriculum to be taught.

Such an approach offers opportunities for a thoughtful, well-developed implementation of the *History–Social Science Framework*. The *Course Models* provide topics, instructional anecdotes, and extensive resources that form a basis for such collaborative development. For example, the history–social science teacher can identify specific topics for collaborative preparation and presentation; together, teaching partners can adapt the sample activities to suit available resources, students' needs, and the time allotted for the topic.

The California History–Social Science Project offers a vital opportunity for both classroom teachers and library media teachers. Through involvement in the Project's summer institutes and follow-up activities, teachers can broaden their understanding of history–social science, become part of the Project's growing network of teachers, and study with historians and other scholars. Such experiences and contacts strengthen teachers' abilities and fortify the quality of collaborative efforts at school sites. Interested teachers are referred to "The Importance of Teachers' Professional Reading," which appears later in this introduction.

Meeting the Needs of All Students

All students need to be prepared for responsible citizenship. A shared sense of values fosters a readiness to assume civic responsibilities. Toward this aim, history–social science plays a major role. Good judgment about decisions concerning our community, state, nation, and world depends on a knowledge of the past—especially of the events over the last three centuries which have shaped the modern world. Students need to understand the democratic institutions and high principles which shape our aspirations and spiritual momentum as a nation. A working knowledge of historical methods also is important, since a "command of local and national history reveals the context of issues: Connections are drawn; external conditions are revealed; the validity of special interests are scrutinized."[3] Finally, by revealing how others have confronted difficult issues, the study of history–social science may provide encouragement and inspiration for students, since the discipline helps them to better understand change and to see instances of human courage and imagination.

Teaching history–social science requires instructional strategies that meet a wide range of needs. Some students may have low basic skills or may not see how the study of history is relevant to their lives. Some have low literacy levels, may be limited-English or non-English speakers, may have had fewer experiences in the community or through travel, or may have had fewer literary experiences. Other students may come from very different educational systems or may have had little formal education. Still others possess literacy and ability levels well beyond their grade levels. Addressing this variety of needs while teaching the content outlined in the *History–Social Science Framework* is a challenge, since this rich curriculum is essential for all students.

To assist the teacher in planning for all students, suggestions made throughout the series help to address a variety of special needs. Several strategies are suggested, such as prereading with Chapter 1 students; doing projects in small, heterogeneous, cooperative groups to assist special education students; and using visuals, graphic representations, and other nonprint resources for limited-English-proficient students. There are also many research projects, supplemental readings, and activities that extend classroom work for students in the gifted and talented programs; for bilingual students, participating in an academically rich curriculum is a critical factor in gaining language mastery.

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[3] *Value History!* Corning, Maine: National Center for the Study of History, 1991.

Teachers and curriculum planners are encouraged to read *With History–Social Science for All: Access for Every Student* and the *Bilingual Education Handbook,* both available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271, (916) 445-1260. These publications promote the philosophy that students in Chapter 1 and other compensatory education and categorical programs are best taught within the regular classroom. In the first of these two publications, six access strategies are described and exemplified by classroom applications at various grade levels, from kindergarten through grade twelve: enriching history through literature; connecting history with other learnings; connecting history to personal experience; adapting to different learning styles; integrating social participation skills in the curriculum; and linking students to their communities. The examples and philosophy presented in the second publication reiterate the importance of all students having access to the core curriculum, regardless of the delivery system being used.

As part of an ongoing, evolving project, the California Department of Education's Clearinghouse for Specialized Media has begun to transcribe student resources cited in the *COURSE MODELS* series, making materials accessible for visually impaired, hearing impaired, and learning-disabled students. Teachers interested in locating resources in specialized media (e.g., Braille, large-print, and oral media) may contact the Clearinghouse at (916) 445-5103.

Teachers of gifted and high-achieving students attest to the effectiveness of using a variety of strategies to foster students' interest or success in history–social science classes. For example, it is helpful if advanced students are allowed to substitute a more challenging assignment for a less challenging one. Some whole-class assignments can be developed to offer all students a variety of roles or activities, some requiring more time or effort than others. Periodically, the teacher can structure the class so that students who need additional time for a particular activity are clustered (working with the teacher, aide, or independently) and students who are ready to move on to something new are clustered to work on a more challenging activity. Social rewards, such as the opportunity to spend extra time with the teacher, a mentor, or other students or the chance to share work with the class, are also beneficial for gifted students. While research shows that tutoring can be beneficial for both the tutor and the student being tutored, this strategy can be overused. Sometimes student tutors mistakenly conclude that since they have mastered a certain content, there is nothing left to learn. Instructional programs need to be planned so that all students continually strive to improve their achievement.

Those who work with our educationally advantaged or disadvantaged students attest to the fact that collegial cooperation and communication are keys to success. Beyond such issues as the processes for developing and sharing student information and resources, parent conferencing, and grading, the issue of lesson modification is especially germane to the use of the *Course Models.* Both classroom and specialist teachers will find many anecdotes and examples in the series that can be adapted to students' needs. Some strategies may be modified to suit individualized learning plans; others are adaptable to collaborative teaching situations. It is suggested that classroom teachers share with specialists those topics from the series that they believe are most vital and, therefore, most essential for collaborative modification.

Access for LEP Students

History–social science teachers in California lead a diverse student population in learning about the broad array of persons, events, issues, and powerful ideas that have shaped our nation and the world. Engaging all students in conversations about history, regardless of their cultural or linguistic heritage, is both vital and challenging. As California's language-minority student population continues to grow in significant numbers, teachers must seek and provide avenues of access to the core curriculum studied in history–social science classrooms.

Teachers can reduce many of the linguistic obstacles for English learners by building connections between what is to be learned with what students already know and understand; by incorporating a variety of instructional resources, including literature and nonprint as well as print materials; and by creating interactive classroom strategies.

As teachers develop units of study, they should keep in mind what is known about how students acquire English fluency. As language develops naturally, students first acquire the ability to listen with comprehension, then to speak about what they are learning, then to read a text with meaning, and, finally, to write with understanding. It is recommended that instruction capitalize on this sequence. Reading and writing activities will generally be more successful for English learners when preceded by listening and speaking activities which construct a context for what is to be read. Teachers can make complex concepts and abstract ideas comprehensible to English-language learners by providing concrete examples from the lives of the students, thus connecting their personal experiences with the material to be learned.

In preparing a project or topic, teachers should plan time to introduce and/or clarify key terms or concepts which students may encounter. Students construct meaning from words used in everyday conversation (e.g., *world, neighbor, trade, balance, free, payment,* and *goods*). They apply their understanding of these words when they encounter new situations. LEP students face greater challenges when these words are used in a more specific, limited way than they are accustomed to. These challenges intensify when single words combine to form new content-specific concepts, such as *free world, Third World, free trade, trade balance, balance of payment,* and *Good Neighbor Policy.* Therefore, before teachers ask students to begin reading or researching, they need to clarify terms for LEP students.

Teachers may use a variety of strategies in clarifying content-specific terminology. One strategy involves placing these words in an appropriate context. Franklin Roosevelt's Good Neighbor Policy, for example, existed in a specific historical, political, geographic, and economic context. The free world and the Third World, as they are understood today, have a twentieth-century context which did not exist in earlier times. When teachers provide LEP students with sufficient background information and place identified words in context, the probability is greater that students will understand the term or concept. Another option is for teachers and students to chart the multiple meanings of words. Acting as facilitators, teachers ask key content questions until an appropriate working definition emerges.

When teachers provide students with visual representations of the concepts to be learned, they create a context for new learning and build on previous learning. For example, maps can be color-coded so that free nations, communist nations, industrialized nations, industrializing nations, or Third-World nations are easily identified. The use of color-coded maps facilitates a discussion of the distinguishing features of the categories being introduced. When teachers list the distinguishing characteristics of, say, a Third-World nation, they help students construct meaning and understanding by relating words to each other and to visual representations, thereby clarifying complex concepts and content-specific vocabulary. Graphic organizers, such as spoke diagrams, provide LEP students with visual representations of the causes and effects of events and conditions. Such representations help students to clarify their thoughts and to better prepare their written and visual presentations. These are but a few examples of vocabulary-building strategies that stress the importance of identifying and helping students to clarify key concepts and terms before they begin reading or research.

The amount of preparation necessary will vary among classrooms. In order to cover the *Framework*'s tenth grade course, it may be necessary for teachers to select and prioritize topics within each unit so that students master the most essential learnings. For example, in Unit II, it may be necessary to forego discussion of Cromwell's Commonwealth Tradition or even Plato's *Republic* in order to focus on a topic for which the *Framework* suggests special attention: the Declaration of Independence. In Unit IV, it may be necessary to spend more time on the long-range consequences of imperialism and colonialism than on an enactment of the roles of Ghåndi, Nehru, and Mountbatten. Establishing such priorities can be one of the most challenging tasks teachers face.

This volume provides many concrete suggestions and strategies which help provide access to world history for tenth grade English-language learners. In Unit I, for example, teachers begin the inquiry into contemporary problems by having students identify what they see as the most terrible or dangerous problem of our time. This simple exercise provides a connection between the students' experiences and perceptions and the larger concepts to be learned later.

As a homework assignment, students find or make graphic symbols which represent the five categories of human activity; this use of pictures and other visual representations provides opportunities for students to clarify concepts. As the lesson continues, students work in groups to discuss, clarify, and prepare to explain their understanding of the assigned topic. Group work that requires students to interact with their peers and draw on a variety of experiences facilitates both content and language acquisition.

Many instructional strategies are embedded in the *Course Models* series to help students gain a better understanding of the content of world history and geography. The graphic organizers and use of student-developed historical newspapers in Unit II; Headlines and Telegrams in Unit III; mapping activities in Unit IV; and the role-play and use of film suggested in Unit V are among the strategies either tested or adaptable for use with LEP students. These strategies engage and motivate students and, when properly sequenced, allow LEP students access to knowledge.

Homework and "World-Class Learning"

Research confirms that the amount of time students spend on homework each week is a major factor in how much they learn. Mastering academic material is no different from mastering sports or chess, activities in which well-coached efforts show handsome benefits. Factors that contribute to students' achievement through homework include clear school guidelines; coaching sessions on how to study independently; communication with the home regarding assignments; encouragement, support, and, at times, involvement by parents; and goals set by students. As educator Herbert J. Walberg has observed, "World-class learning will require more study time."[4]

Variety in homework assignments is a key factor in maintaining students' interest and ensuring learning. For example, if Tuesday night's assignment focused on researching and writing on a particular topic, Wednesday night's assignment might consist of independent reading and family discussion related to it. The assignment for Thursday could entail reading a textbook, and, for the weekend, preparation for Monday's collaborative activity might be assigned. Lesson plans should include a variety of opportunities for students to apply the knowledge they have gained from doing homework. Even spending a short time reviewing assignments or having students write short summaries in class can reinforce the importance of both the assignments and students' accountability. Many activities suggested in this publication are flexible enough to be reworked as homework assignments.

Having students read good books is also a valuable type of homework. Biographies, poetry, folklore, well-founded historical fiction, and primary source readings can be engrossing for students, whether the readings are assigned by teachers or selected by students themselves. Outside reading should be an ongoing characteristic of the study of history. Teachers may assign a variety of reading material, including primary source readings for critical thinking and "hands on" access to the actual works or actions of historical figures; core, extended, or recreational literature; or supplements to a textbook.

Researchers are advising that, as long as assignments are reasonable and well developed, more homework is beneficial to students. History–social science teachers are in the best position to balance the amount of homework they assign to their students with homework assigned in other subject areas.

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[4] Herbert J. Walberg, "Does Homework Help?" *Network News and Views*. Washington, D.C.: Educational Excellence Network (March, 1991), pp. 78–79.

History–Social Science and the Job Market

In a constitutional democracy such as that of the United States, it is essential that students develop an understanding of the importance of history–social science to their "three lives": the personal, the civic, and the vocational. Teachers have expressed an ongoing need for resources that address the importance of history–social science in preparing a skilled workforce and an informed citizenry. A wide variety of professions, in both the public and private sectors, require a thorough grounding in history, geography, civics, and/or economics; for example, information science, research, records management and analyses, marketing, financial analysis, military services, law, and communications, to name a few. Teachers and students need to consider how history–social science develops the background knowledge, thinking skills, social abilities, and attitudes so vital to success in these fields.

A range of career options and possibilities is engagingly presented in a series of charts produced by the National Center for the Study of History. Produced as wall charts or as notebook-size charts, these resources outline an impressive array of jobs open to students with training in history–social science. Chart titles such as "Insurance and History," "Careers for Graduates in History," "Careers in Information Management," "Business and History" reflect the range and focus. Another chart, "Value History," which delineates the importance of historical knowledge in all spheres of a citizen's life, is especially useful when teachers make presentations to school boards, parents, and community groups.

Each high school history–social science department should have at least one set of these commendable resources. If possible, teachers should display different charts in their classrooms throughout the year, setting aside time to explore and discuss with students different vocational opportunities.

In some instances, teachers can develop a vocational strand in conjunction with historical topics. For example, a lesson might focus on the skills and knowledge from history, economics, and geography that enabled Henry Kaiser to command the swift manufacture of "liberty ships" during World War II. What role did history, social sciences, and literacy play in the attitudes or abilities of the workers who built the ships speedily and efficiently? Are there contemporary issues (global, national, or local) whose causes and possible long-term effects we cannot perceive without a knowledge of history–social science? How does a solid grounding in history–social science aid citizens in deciding what candidates or policies to support on such issues as taxation, education, the minimum wage, unions, management, Wall Street, or the job market?

To purchase the charts, contact the National Center for the Study of History, Rural Route 1, Box 6790, Cornish, ME 04020, (207) 637-2873.

The Importance of Teachers' Professional Reading

The curricula described in the *History–Social Science Framework* for sixth, seventh, and tenth grades bring new challenges. Because of the deeper focus on world civilizations, ancient to early modern, teachers may need more background knowledge or refresher courses in order to strengthen their instruction. Teachers are encouraged to increase their knowledge through extension courses in world history and geography offered by universities and colleges. Professional institutes, such as those conducted by the California History–Social Science Project, (310) 206-5031; the California Geographic Alliances, (818) 992-0359 or (916) 898-5285; and the California International Studies Project, (415) 725-1494; also can be beneficial.

Although many districts provide time for teachers' professional development and planning and provide instructional materials, a comparatively inexpensive form of development is sometimes overlooked: teachers' own reading and study.

Collegial reading circles in schools, in districts, and at county or regional levels can be invigorating because they provide opportunities for mutual discovery and the exchange of ideas and questions. Some teachers enjoy a biweekly session, one or two hours long, devoted to the discussion of a particular work being read by participants.

Teachers interested in forming study groups are referred to the article "Study Groups Foster Schoolwide Learning," *Educational Leadership: The Journal of the Association for Supervision and Curriculum Development*, Vol. 50, No. 3 (November, 1992). Copies of this article are available from Bell and Howell, Old Mansfield Road, Wooster, OH 44691-9050.

History books and literature cited for each unit in this volume provide numerous options for exciting reading and lively discussion. Of particular merit is an extraordinary collection of primary source materials, *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations and Documents on Freedom and Human Rights Worldwide* (HarperCollins, 1992). Edited by Diane Ravitch and

Abigail Thernstrom, this compendium is a trove of worthwhile primary sources ranging from the works of Plato and Thucydides to writings by Nyein Chan, Herberto Padilla, and the Zaire Parliament. Each selection begins with a biography of the author and a discussion of the historical circumstances which prompted the writing. At least one-third of the collection, which constitutes a history of the rise of democratic ideals, is devoted to contemporary figures, issues, and events. Excerpts from the book may be distributed to students or to members of faculty reading circles.

Reading substantively is not only the most inexpensive and rewarding form of professional development available, but it is enduringly beneficial to teachers' professional, civic, and personal lives. As one young high school teacher observed, "You have to be very full to teach."

Unit I

Unresolved Problems of the Modern World

(See page 84 of the *History–Social Science Framework.*)

Suggested Time for the Unit: 20 class periods

Topics in the Unit:	**Suggested Time:**
■ Major problems in the world today: student projects that deal with: • How problems are rooted in historical, geographic, political, economic, social, and other cultural contexts • Possible solutions, resolutions, or means of living with unsolvable dilemmas • Organizations devoted to solving or alleviating world problems; how individuals can make a difference	15 class periods
■ Students' reports of their research on or involvement with organizations, as appropriate to students' interests and the points of view of their families	5 class periods

Sample Topic:	**Suggested Time for the Topic:**
Student projects (e.g., human rights and oppressions; government-produced famine in Africa; political instability; poverty; national debt in the Americas; war; terrorism; consequences of the destruction of national resources; economic and cultural dislocation caused by technological changes; nuclear arms proliferation; international relations and the role of the United Nations; interethnic strife)	15 class periods

Uses and Significance of the Topic

"Unresolved Problems of the Modern World" capitalizes on the curiosity of many students regarding important contemporary world problems. The principal activity for the unit requires students to increase their knowledge and understanding of five general categories of human activity and their interrelationships in today's world:

Scientific and technological
Economic
Social
Political and diplomatic
Intellectual and other cultural

Students will choose a world problem, analyze it from the standpoint of each of these categories, and discuss its historical and geographic backgrounds and influences. The product of this student work is a small-scale project similar to those sometimes developed for History Day: an exhibit or display accompanied by a written research report, followed by interviews with peers, the teacher, and guests. Students will be expected to be knowledgeable and articulate during the question-and-answer phase and able to address key issues by relating their chosen topic to the five categories, wherever relevant. This activity is appropriate for both those students whose perceptions of world events are just beginning to develop and those students who have more advanced interests and abilities.

The *History–Social Science Framework* schedules this unit at the very start of the term. One definite advantage of this placement is that it establishes important understandings that are preparatory to the study of the nineteenth and twentieth centuries, including the interrelationships among different spheres of human activity; the multiple causation of major problems; and the "unknowability" of many consequences that result from human choices.

However, teachers may consider other options in planning the course. Some teachers prefer to reserve Unit I for the last four weeks of the year, immediately following the unit "Nationalism in the Contemporary World." In this case, the course would begin with "The Rise of Democratic Ideas" (Unit II), and the student projects become a culmination of the entire year's study and historical understandings.

In another variation, some teachers begin the course with a two-week study of one particular unresolved problem of the modern world and, during this time, introduce the five categories of human activity. Students' projects are started nearer the end of the year.

NOTE: The material presented in this unit is somewhat different from that presented in other units in that it relates to the organization of student projects. Remaining units focus more on the historical and geographical content through sample activities.

In yet another variation, the sequence of units is rearranged in the following way:

- "Connecting with Past Learnings: The Rise of Democratic Ideas"
- "The Industrial Revolution"
- "The Rise of Imperialism and Colonialism: A Case Study of India"
- "World War I and Its Consequences"
- "Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia"
- "World War II: Its Causes and Consequences"
- "Unresolved Problems of the Modern World" (introductory activities; assignment of project; ongoing research by students outside of class with culminating reports at the end of the semester)
- "Nationalism in the Contemporary World" (periodic check by the teacher of ongoing student research and progress)
- "Unresolved Problems" (exhibit of student projects as the culminating activity of the unit, during the final one or two weeks of the course)

Another option is to combine the "Unresolved Problems" unit with Unit VIII, "Nationalism in the Contemporary World." In this instance, students' projects focus on problems relating to nationalism (e.g., the North American Free Trade Agreement's impact on Mexico; Brazil's interior resettlement programs). In this way, the number of class periods devoted to Unit VIII can be increased, though the range of problems from which students may choose tends to narrow.

A broad, overriding theme for the entire class may be developed after students' choices are made. "Conflict and Cooperation," "Nationalism," "Emerging Democracies," "Totalitarianism," and "Oppression and Human Rights" are examples of themes which, if well suited to each topic researched by the class, can provide a focus and an esprit de corps for the entire project.

As part of the research for their projects, students should develop habits of consulting various resources, such as newspapers, news magazines, media

VIETNAM 20 YEAR LATER
P.O.W
M.I.A
FREEDOM OF SPEECH 4 THE VIETNAMESE

Vietnamese Americans demonstrate for human rights in Vietnam. Photograph by Sara Sipes. Used by permission.

This open pit of toxic wastes in Tijuana, Mexico, is indicative of a worldwide problem. Photograph by David Barton. Used by permission.

broadcasts, and oral interviews, as a way of getting information and keeping current on their chosen topics. Among the abilities that students need to develop for use throughout their lives are note taking; clipping, dating, and citing news articles and photographs; writing letters of request for information; using accordion files and/or computer technology; and outlining.

The acquisition of basic library skills is a vital aspect of the research project. Beyond the more typical library research materials (e.g., encyclopedias and *Readers Guide to Periodical Literature*), the use of resources may be as simple or sophisticated as available materials and facilities permit. CD ROM–based periodical indexes, such as Infotrac and Magazine Article Summaries; on-line connections to nationwide databases, such as those available through the Internet; CD ROM–based electronic encyclopedias; and the downloading of pertinent film clips are just a few samples of resources and techniques now available in some high schools.

History–social science teachers are urged to work collaboratively with librarians, library media teachers, and media specialists when planning this unit. These professionals can help assess and gather the resources available locally as well as those obtainable through regional and national connections. This assistance helps to establish parameters for students' research and to identify a range of topics. The sample lesson below offers further suggestions for coordination between classroom and library.

Presentation and Activities

A

Beginning the Topic

Students are assigned the writing of single paragraphs on what they believe to be the most terrible and dangerous problem of our time and why they chose this problem. (In some classes, this activity has proven more successful as a homework assignment.) The next day, an informal list and tally is prepared of the problems that were written about. The teacher leads a class discussion on the relative seriousness of each of the problems. How did a given problem develop or come about? What decisions made in the past contributed to or caused the problem? Could the decision makers have foreseen the present outcome?

The teacher introduces the five broad categories of human activity that constitute the fabric of history. To increase students' understanding of each, students collaborate to list as many words as they can under each category. Students' suggestions are written under category headings on the chalkboard or on a transparency (see Figure I-1 for examples).

The teacher prompts students to explain or clarify their suggestions. For example, it may be necessary to suggest that a word be placed in a category other than the one intended or that a word may be appropriate for more than one category.

Students then strengthen their understanding of specific examples. What particular items under each category do Americans seem to be worrying about most? Under each category, in which items is our nation particularly strong? Weak? If you were a reporter traveling to another country, which category or items would you study first and why? Students also may name some of their favorite heroes and heroines in each category of activity and state the reasons such persons qualify.

Students then discuss how interrelated these groupings are. For example, family life (social) often reflects religion (cultural); a nation's diplomatic policies toward another nation (political) can involve sanctions against trade (economic).

Students further their understanding of the categories by developing sample questions necessary for analyzing each type of activity. For example:

Cultural

What are the important traditions within the general culture?

Who are the cultural heroes and heroines?

What kind of knowledge is considered important? By whom?

How do these factors relate to social groups?

Economic

How is family life affected?

Which goods are produced? How?

How is life affected by technology?

What causes a depression?

How are goods exchanged, traded, or distributed?

Figure I-1

Five General Categories of Human Activity

Scientific/Technological

- Communication
- Transportation
- Computers
- Tools; robotics
- Biochemical research
- Inventions
- Medicine
- Laser surgery
- Military weapons

Economic

- Making a living
- Survival
- Trade
- Manufacture
- Money
- Agriculture
- Depression
- Speculation
- Inflation
- Investment
- Wages
- Savings
- Taxes

Social

- Families
- Ethnic or cultural groups
- Classes
- Interaction

Political/Diplomatic

- Political parties
- Separation of powers
- Vote
- International relations
- Law
- Balance of power
- Court system
- The "isms" (e.g., socialism, fascism)
- United Nations
- Government
- Policy
- Rules and regulations
- Lobbies
- Treaties
- NATO

Intellectual and Other Cultural

- Religion
- Public morals
- Ideas
- Amusements
- Music
- Art
- Literature
- Architecture
- Monotheism
- Polytheism
- Traditions
- Education

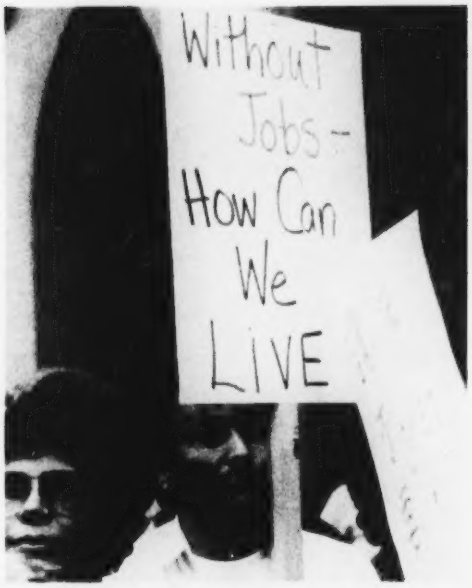
As a homework assignment, students make icons, symbols, or corporate logos or find them in magazines or newspapers that represent these five types of human activity. They share them with the class the next day. This activity can have value for some LEP or Chapter 1 students when pictures are used as a means of clarifying concepts. Students will strengthen their understanding of the categories as they later use them in doing research or, just as important, in examining their own lives and choices.

B

Developing the Topic

In preparation for the project assignment, the teacher selects one example of a specific, unresolved problem of the modern world, drawn from current news broadcasts or headlines (e.g., the spread of the world drug trade or weapons trade). Using a spoke diagram drawn on the board or a chart, the teacher provides an overview of the chosen problem. A general outline for the diagram is shown in Figure I-2.

The teacher assigns one category of human activity to each of five collaborative groups of students. In addition, each of the groups is given samples of preselected library resources, such as magazines or books, relating to the problem topic. Group members examine these resources in light of questions such as the following: What information would you excerpt from the material because it is germane to your category? How does the information relate to your assigned category? Group members will need to skim, use indexes, consult tables of contents, or scan subheadings to select the information pertinent to their assigned categories. Teachers and library media specialists are encouraged to refer to the publication *From Library Skills to Information Literacy: A Handbook for the Twenty-first Century*, listed in the "General Resources."

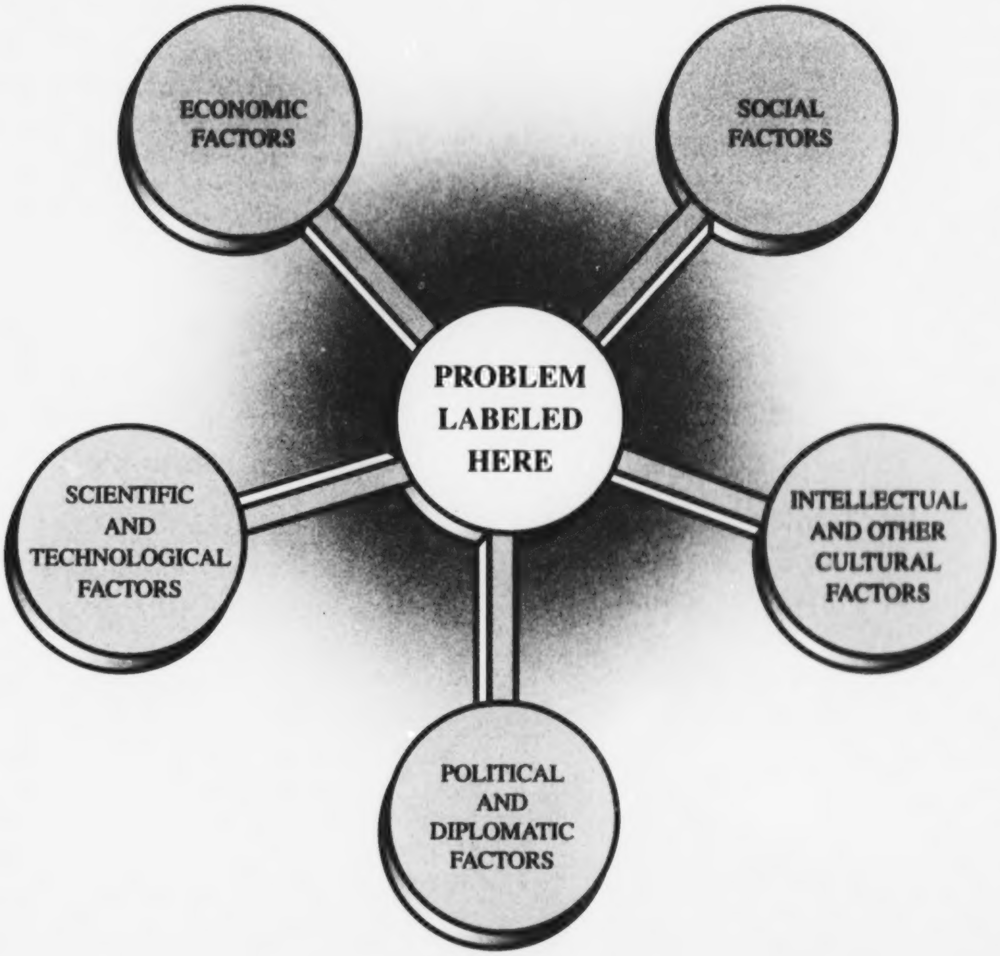

Without Jobs - How Can We LIVE

Unemployment in times of technological change continues to cause economic problems in many nations. Photograph by David Barton. Used by permission.

A recorder lists the conclusions on a chart, and group leaders report to the class. The teacher checks for students' understanding of the categories, and students know they will be held responsible for knowing how to explain all categories discussed in class.

Figure I-2

Spoke Diagram


ECONOMIC FACTORS
SOCIAL FACTORS
PROBLEM LABELED HERE
SCIENTIFIC AND TECHNOLOGICAL FACTORS
INTELLECTUAL AND OTHER CULTURAL FACTORS
POLITICAL AND DIPLOMATIC FACTORS

BEST COPY AVAILABLE

The teacher now leads students in considering additional questions that should be applied in researching the problem, questions that focus on the historical and geographic factors underlying the five categories of human activity and that are applicable to virtually any contemporary issue:

1. How do geographic factors contribute to the problem? Consider, for example, natural boundaries, depletion of certain resources, abundance of others, political conflicts with bordering states, the presence or absence of geopolitical buffer zones, population and growth, transportation, communication, migration, and immigration?
2. What have been the long-range (historical) factors? That is, what happened long ago that contributes to the problem today or that blocks solutions?
3. What is the most recent background (the short-range causes) of the problem? What recent events block solutions?
4. How do the longer-range factors relate to the short-range causes?

The teacher now explains the project assignment to students. Students may work on projects individually or in pairs in order to ensure greater participation of each student. The class views a model or example of the product expected, which may be one prepared by the teacher or by a former student. An evaluation rubric may be collaboratively devised by the teacher and students; the one in Figure I-3, adapted from a scoring guide developed by the California Learning Assessment System, may be used for both the exhibit and interview. Another, in Figure I-4, may be used for assessing the students' essays. At the end of the project, teacher and students use the rubrics to assess the project; the results are placed in students' portfolios and shared with parents.

As an aid in developing an outline, students are to complete their own spoke diagrams. Each of the categories is to be thoroughly researched, rounded out with historical-geographic underlying questions, and revised into a more detailed traditional outline.

Functional and life skills include the ability to research information, use a variety of resources, organize thoughts, make judgments, and express ideas clearly and correctly, both orally and in writing. Teachers may need to extend or review some related skills for this project (e.g., note taking; developing an essay from notes). In addition to *From Library Skills to Information Literacy,* cited earlier, teachers may refer to the discussion of basic study skills and critical thinking skills in the

Figure I-3

Scoring Form

"Unresolved Problems of the Modern World"

Project and Interview

Teacher ______________________________ Period ________

Students' Names ______________________________

____

Evaluators use a 6-point scoring plan, with a 6 representing highest quality.

1. **Knowledge and use of history, geography, and pertinent background information** *Points*__________

   This component deals with the degree to which students demonstrate knowledge and understanding of facts, issues, concepts, and relationships; use documents and other information to solve a problem or support a point of view; refer to relevant data in answering questions; and demonstrate the connections of cultural, social, economic, political, and scientific factors to the problem.

2. **Communication of ideas** *Points*__________

   This component refers to the degree to which students take a clear position and support it with evidence in an organized and persuasive manner; ask insightful questions as a part of their investigation; answer questions in a concise, convincing manner; and use technology as a means, not an end

3. **Critical thinking and basic skills** *Points*__________

   This component deals with the degree to which students define and clarify issues; analyze information related to the issues and develop a position; draw conclusions based on historical data; develop ideas and alternatives; understand the consequences of their positions; and show clear and accurate use of the conventions and mechanics of writing.

4. **Group and collaborative learning** *Points*__________

   This component deals with the degree to which group members adhere to the task and are involved; consult documents or other primary sources; listen and willingly discuss; allow for differing views among themselves; and extract, express, and share ideas and opinions.

Evaluator ______________________________

Figure I-4

Essay Scoring Guide for Grade 10

A "6" Response

Context and position:

Clear thesis statement is supported through well-organized essay: Arguments are well reasoned and provide supportive data. Essay deals with significant issues and trends, offers analysis, and reaches plausible conclusions. There are no conceptual errors. Documents or other primary sources are used effectively, providing a balanced presentation and relevant outside information.

Thoroughness:

All areas of the topic are evenly covered and, where appropriate, various points of view are analyzed and summarized.

Documentation:

Essay provides relevant and specific historical and/or geographic data, goes into depth, and adds considerable pertinent historical information.

Presentation:

Essay is well organized, and effective writing enhances the response. Language is clear, precise, and/or vivid. Essay is free of mechanical errors.

A "5" Response

Context and position:

Thesis statement is supported by a well-organized argument. Historical data are used to support argument. Analysis reaches plausible conclusions. There are no conceptual errors. Documents provide appropriate outside information.

Thoroughness:

All areas of the topic are evenly covered and, where appropriate, various points of view are summarized and analyzed.

Documentation:

Appropriate historical and/or geographic data are provided, in some depth.

Presentation:

The essay is organized and fluent and contains few mechanical errors.

A "4" Response

Context and position:

A thesis and organized argument are presented. Analysis has limited support. Errors do not detract from the conceptual understanding. Specific references to documents are notable.

***Essay Scoring Guide** (Continued)*

Thoroughness:

Most areas of the topic are adequately covered.

Documentation:

Appropriate historical and/or geographic data are provided.

Presentation:

Essay has some organization, and mechanical errors are minor.

A "3" Response

Context and position:

Thesis is not clearly defined. Essay provides some analysis, but with limited support. Errors may detract from conceptual understanding. Some specific references to documents are made.

Thoroughness:

Most areas of the topic are covered.

Documentation:

Essay provides somewhat limited or inappropriate historical and/or geographic data.

Presentation:

Some organization is evident. Numerous mechanical errors are notable and distracting.

A "2" Response

Context and position:

Essay may not provide a context or take a position and may have conceptual errors.

Thoroughness:

Essay may cover only a few portions of the topic.

Documentation:

Historical and/or geographic data are limited or used inappropriately.

Presentation:

Essay has little organization, and mechanical errors impede the reading.

A "1" Response

Context and position:

Essay does not provide a context or take a position.

Thoroughness:

Essay does little more than mention or repeat portions of the topic; it simply restates the question.

Documentation:

References are inaccurate or incorrectly cited.

Presentation:

Essay has no apparent organization; no evident attempt has been made to address the intent of the assignment.

History–Social Science Framework (pages 25 and 26) and to such supplementary materials as Glencoe's *Writer's Choice*, 1994 (intended for middle school students but also helpful at this level), *Harbrace College Handbook* (Harcourt Brace Jovanovich, 1986), and *The Elements of Style*, by William Strunk, Jr., and E. B. White (Macmillan, various pocket-size editions; some teachers believe this to be an indispensable resource for each student).

Librarians can be a vital asset by making presentations to the class on available print and nonprint resources, facilities, and staff assistance. History–social science teachers and library media teachers can select class periods during which the class is divided into two groups: One group meets in the history–social science classroom; the other, in the library. The library media teacher focuses on library skills and research procedures; the history–social science teacher focuses on issues pertaining to specific topics under research, probing students' depth of investigation and helping them to shape their projects beyond "show and tell." On the next day, the two half-classes trade places for instruction.

Throughout the research, students should have periodic refocus sessions with the teacher. How thoroughly are students addressing the problem in relation to the five categories? How well are history and geography demonstrated to be underlying factors? Is the technology used as a means or an end; is the focus on the substance of the topic rather than on computer graphics? If students have chosen a topic such as the collapse of the family unit, are they interviewing relevant people and groups and not relying solely on print or computer resources?

Such terms as *glasnost, sphere of influence, third world, multinational, balance of payment, sanctions, free trade,* and *sovereignty* are commonly encountered in writings dealing with present-day problems; even historical terms, such as *Monroe Doctrine, Truman*

Providing needed energy while safeguarding the environment is a continuing challenge. Photograph by David Barton. Used by permission.

Journalist Charlayne Hunter-Gault moderates a panel discussion among former Secretaries of State (left to right) William Rogers, Alexander Haig, Edmund Muskie, and James Baker. Washington, D.C., 1994. Courtesy of the Southern Center for International Studies, Atlanta, Georgia.

Doctrine, natural rights, natural law, Good Neighbor Policy, and *triadic defense* continue to appear in current newspapers and magazines. For this reason, resources such as *Civitas* ("America and the International System," pages 278–330) and the collection *Teaching International Politics in High School,* (especially the glossary on pages 125–137), listed in the "General Resources," are suggested as classroom resources to be used as references throughout the year.

C

Culminating the Topic

The completion of student projects leads to the culminating activity: an exhibition of projects that includes short essays, photographs or illustrations, and student interviews. Using the rubric and scoring guide, both teacher and peers assess each student's project, the interview, and the essay for accuracy, depth, and understanding.

As a follow-up event, exhibits may be reinstalled in the school cafeteria or library or in a public facility, such as a county courthouse, city hall, library, local museum, or community center. Students from other classrooms, teachers, administrators, board members, and community members may be invited to view the exhibit.

As an alternative to or variation on the History Day type of projects, students can be asked to think of themselves as famous journalists writing about their problems for, say, the *Los Angeles Times* or the *20/20* television program; or as intelligence officers preparing a report for the president and the cabinet. Students understand the need for examining all five categories and their interactions. Then, after completing their reports or news programs, they critique the clarity, balance, and depth of real news stories, television programs, or political debates. For example, how comprehensive was a network news broadcast in helping viewers understand the complexities of a given problem? How many minutes or seconds were devoted to the coverage? Which category of human activity received the greatest emphasis? If viewers were to watch the news program five nights a week, how would their understanding of the problem be improved? How does such coverage compare to that in a front-page article of an important newspaper? A series of feature articles? An article in a news magazine?

Activities for Other Topics

Students should be encouraged to work on behalf of organizations whose goals relate to the purpose of this unit and whose aims are consistent with the students' interests and the points of view of their families. Local agencies and regional chapters provide various opportunities for student involvement or research. In some cases, students' volunteerism can relate directly to their chosen research topics (e.g., the Red Cross, earthquake relief).

An organization devoted to international issues may have a political point of view. Therefore, a tenth grader should thoroughly investigate a selected organization to learn more about its structure, causes, perspectives, and projects before becoming committed to it. In fact, some teachers have students focus on investigative and inquiry projects in which voluntary involvement is subsidiary. Whether students opt for involvement or noninvolvement, it is important that students learn how to research and evaluate political organizations. Such skills are essential for informed citizenship.

Appendix I-1, "Evaluating an Organization: Some Questions to Consider" is useful as supplementary material and as a basis for student research. As a contrast to the student projects described in the sample lesson, research of organizations also can take the form of letters and interviews. Appendix I-2 is a list of organizations devoted to world affairs. Most of the groups have specific points of view, and nearly all offer opportunities for student involvement.

Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**)

indicate works that writers of the *Course Models* suggest as essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies.

General Resources

Amnesty Interactive. CD-ROM. San Francisco: Ignition, 1994. This multimedia technology program examines the people, ideas, and events that have shaped the history of human rights and presents global examples of human rights conditions. An atlas database and curriculum support materials for teachers and students are included. Narrated by Leonard Nimoy and produced by volunteer writers, designers, educators, and multimedia specialists, the program is for Macintosh computers. Interested teachers may contact the distributor at (800) 446-2001 for purchasing information.

Arab World Almanac. Washington, D.C.: AMIDEAST. An annual publication, this almanac includes activities and lesson plans that reflect the current issues and problems in the Arab world. Contact AMIDEAST at (202) 785-0022 for subscription information.

Ashabranner, Brent. *A New Frontier: The Peace Corps in Eastern Europe*. New York: Dutton (Cobblehill Books), 1994. In words and photographs, this book tells the story of volunteer men and women who are working in ex-Communist countries today. The work of Peace Corps volunteers is inspiring for the energy and cooperation they bring to Bulgaria, Hungary, and other former Soviet satellites. Ashabranner is one of the most notable writers of nonfiction for teens.

Basic Map Skills. Maplewood, N.J.: Hammond, n.d. This book is dated in its treatment of some areas, such as the USSR, but it has some pertinent activities for reviewing map skills. A Spanish-language edition is also available.

Bosse, Malcolm. *Deep Dream of the Rain Forest*. New York: Farrar, Straus and Giroux, 1993. Bayang, a young Iban warrior in Borneo, pursues the meaning of a dream that will affect not only his life but also the lives of his entire tribe. This is a riveting story of three travelers who are on a collision course with each other, with themselves, and with the power of the jungle around them.

Burch, Joann J. *Chico Mendes: Defender of the Rain Forest*. Brookfield, Conn.: Millbrook, 1994. Chico Mendes fights for the survival of trees in the forested land surrounding the Amazon River in his native Brazil. Settlers cut down trees; two or three years later, when the soil becomes infertile, they abandon their plots of land to repeat the process somewhere else. Ranchers cut down thousands of trees so their cattle can graze on the land. As a result, much of the largest tropical rain forest on earth is being destroyed.

California Geographic Alliance. Chico: California State University, n.d. Free sets of up-to-date outline maps and transparencies of major world regions are available to teachers who make requests on school stationery. Also available are a set of class activities and complete instructions, along with a grid, for painting maps of the world on school playgrounds. Contact the California Geographic Alliance, California State University, Chico, CA 95929-0425.

Chan, Adrian, developer. *Soviet-American Relations: Cold War to New Thinking.* INTERNATIONAL SECURITY AND CONFLICT series. Stanford, Calif.: SPICE (Stanford Program on International and Cross-Cultural Education), 1990. This 12-day unit examines the changes which took hold of the Soviet Union and Eastern Europe beginning in the late 1980s and discusses their impact on Soviet-American relations. Though the unit is best presented in its entirety, each lesson may be used separately.

CHOICES FOR THE TWENTY-FIRST CENTURY series. Providence, R.I.: Center for Foreign Policy Development, Brown University, various issues and dates. This series of supplementary instructional resources for students focuses on interactive activities. One issue is selected for particular focus and is presented from different scenarios or viewpoints. Lesson plans are provided for the use of the scenarios in class. The publisher may be contacted at (401) 863-3155 for a list and purchasing information.

Citizenship in a Media Age: Building the Common Good. Center for Media and Values, 1962 South Shenandoah Street, Los Angeles, CA 90034. This practical kit was designed to help groups of all ages become "media literate." The kit contains lesson plans, exercises, articles, handouts, and role-playing activities to help participants understand the media and become involved in the public discussion of political ideas.

***Civitas: A Framework for Civic Education.* Edited by Charles N. Quigley and Charles F. Bahmueller. Calabasas, Calif.: Center for Civic Education, 1991. A copy of this comprehensive resource for civic education should be owned by every high school history–social science department. The section titled "America and the International System," pages 278–330, is useful to teachers and students alike and is germane to many possible research topics for students' projects. For purchasing information, telephone (800) 683-0812.

Clavell, James. *The Children's Story.* New York: Dell, 1989. This is a short story in which the subtleties of thought control are examined within the context of an elementary school classroom. The story provides an opportunity to discuss methods of indoctrination and to explore the concept of *freedom.*

**Cooperative Learning: A Response to Linguistic and Cultural Diversity.* Edited by Daniel D. Holt. Washington, D.C.: ERIC Clearinghouse on Languages and Linguistics, 1993. Chapter 2 of this teacher's resource gives an example of a world history unit designed for bilingual classrooms. The emphasis on colonialism relates to Unit II in these course models, but the strategies are adaptable to numerous topics at this grade level. Teachers interested in obtaining a copy of this reference may telephone the distributor, Delta Systems, at (800) 323-8270.

Council of Chief State School Officers, Fred Czarra, International Education Consultant, Snow Hill Road, St. Mary's City, MD 20686. A periodic newsletter highlighting resources and nationwide activities relating to international studies is available. To be placed on a mailing list, write Czarra at the address above or telephone (301) 863-2124.

Crosslines Global Report. A unique, self-funded report drawing on a network of journalists and analysts, "Crosslines" is a reporters' newsletter providing critical information on international development, the environment, and humanitarian action. Editors state they hope to promote greater accountability among organizations and more consistent reporting of issues sometimes neglected by the media. Published in Geneva, Switzerland, a free specimen copy is available by telephoning the California representative at (619) 756-0717.

Neither historians nor sociologists are able to agree on the causes of or solutions to the problem of homelessness. Photograph by David Barton. Used by permission.

Directions in Geography. Washington, D.C.: National Geographic Society, 1991. This book provides a quick refresher for teachers already schooled in geography's methodologies. Included are lesson plans, a geographic resource list, and an up-to-date set of outline maps.

Earth History. Edited by J. W. Anders Rohr. Denver, Colo.: Earthbooks, 1991. A colorful historical atlas, its small size and durable binding make the book handy for classroom use.

**Education for America's Role in World Affairs.* Edited by John Fonte and Andre Ryerson. Lanham, Md.: University Press of America, 1994. Ten essays provide lively and assertive discussions of issues pertinent to international education. Bibliographies include an annotated list of curriculum materials. Addenda list books and articles on world affairs for educators seeking an overview of post–cold war issues. For purchasing information, contact the publisher at (800) 422-6420.

ERIC Clearinghouse for Social Studies/Social Science Education. Social Studies Development Center of Indiana University, 2806 East Tenth Street, Suite 120, Bloomington, IN 47408-2698. Teachers are encouraged to contact ERIC to receive information about the many resources and programs either sponsored or published by the center. Recent educational material related to Japan, for example, is useful in different units of study at this grade. A catalog and brochures are available.

Eyes Series on World Cultures. New York: Center for International Training and Education (CITE), various editions and dates. CITE produces a set of books containing student readings and accompanying lesson ideas for the teacher. Among relevant titles are *Through African Eyes, Through Middle Eastern Eyes,* and *Through Japanese Eyes.*

Fiffer, Steve, and Sharon Sloan Fiffer. *Fifty Ways to Help Your Community.* New York: Doubleday, 1994. The authors present practical and fascinating accounts of actual, organized volunteerism that have benefited citizens and communities. The projects described are categorized so that students interested in certain kinds of efforts (e.g., environment, literacy, neighborhood safety, health, the arts) may study the examples. A close reading of the book is inspiring and heartening for students and adults. The paperback format makes multiple copies a possibility for some classrooms.

Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ 08543-2053, (800) 257-5126. Programs on video obtainable from this company are wide-ranging and appropriate for several units in this *Course Models.* The six-part series *How Wars End* includes videos that would be appropriate for various units. *Napoleon's Last Great War,* which describes Napoleon's invasion of Russia and subsequent defeat, is suitable for Unit II. *The Congress of Vienna,* which explores the events and inevitable round of little wars which lead to a great war, is also apropos for Unit II. *World War I: Armistice* and *The Peace Conference,* which explore the limitations of the armistice, the aims of the peace treaty, and the failure of precautions to prevent Germany from starting another war are appropriate for Unit V. *The Second World War* and *The Present Chaos* examine the Allied insistence on unconditional surrender and the legacy of World War II and are suitable for Unit VII or Unit I.

Folk Art International Resources for Education. FAIRE, 900 Northpoint, San Francisco, CA 94109, (415) 441-6100. FAIRE lends cultural discovery kits and other teaching resources.

*Foreign Policy Association, 470 Park Avenue S., New York, N.Y. 10016-6819, (212) 764-4050. The educational materials produced by this organization include a teacher's resource guide and other publications. Its newsletter, *Headline Series,* is listed later in this section.

*Foreign Policy Research Institute, 1528 Walnut Street, Suite 610, Philadelphia, PA 19102-3684, (215) 382-0685. This institute's magazine, *Orbis,* is recommended for school libraries and classrooms. FPRI's Wachman Fund for International Affairs produces educational material that blends international studies with democratic or civic education. *Footnotes,* a regularly produced newsletter, is useful for classroom use. Teachers should contact the institute for additional information regarding educational materials.

Frankl, Viktor. *Man's Search for Meaning.* New York: Random House, 1984. Frankl describes the daily deprivations and indignities in this account of his experiences in a concentration camp during World War II. Because the author is a psychiatrist, he probes into why some survived the death camps while others did not.

Freeden, Michael. *Rights*. New York: Open University Press, 1991. This book would be helpful in a discussion of any human rights issues. It carefully and intricately explores the concept of rights and the conflicts and problems that arise in regard to them. A greater understanding of what rights are allows for a more in-depth analysis of human rights violations and injustices. The whole book is valuable, but teachers may also use only selected chapters.

***From Library Skills to Information Literacy: A Handbook for the Twenty-first Century*. Curriculum Committee of the California Media and Library Educators Association. Littleton, Colo.: Libraries Unlimited, 1993. History–social science teachers welcome this publication as much as media library educators for its forward-looking and helpful suggestions regarding access to information, new archival opportunities, and the development of students' research skills.

Global Graphics, 2108 Hillside Drive, Burlingame, CA 94010, (415) 579-2658. Global Graphics has an excellent collection of geographic and cultural resources for the classroom at reasonable cost.

Global Studies series. Guilford, Conn.: Dushkin Publishing Group, various editions and dates. This paperback series contains reprints of articles from newspapers and journals from around the world; questions for writing or discussion are included. Latin America, China, India and South Asia, and Japan and the Pacific Rim are among the topics covered. Teachers interested in the series may contact the publisher in writing at Sluice Dock, Guilford, CT 06437.

Golding, William. *Lord of the Flies*. New York: Putnam, 1985. Written in the 1950s, Golding's cautionary tale about the breakdown of civilization may be especially relevant as this century nears its end. While technology offers inhabitants of planet Earth limitless methods of improving civilization, Golding's story dwells on the limitations of human beings.

Great Decisions. Foreign Policy Association, 729 Seventh Avenue, New York, NY 10019, (212) 764-4050, (800) 628-5754. The cornerstone of this world affairs program, available each January, is a 96-page briefing book which analyzes eight vital topics. Topics for 1994 include "Conflict in Former Yugoslavia: Quest for Solutions," "South Africa: Forging a Democratic Union," "Ex-Soviet Bloc's Environmental Crisis: Whose Problem? Who Pays?," and "Argentina, Brazil, Chile: Democracy and Market Economics."

Greenberg, Keith. *Terrorism: The New Menace*. *Headliners* series. Brookfield, Conn.: Millbrook Press, 1994. Political purposes have engendered terrorism in the form of bombings, hijackings, and hostage taking. Old-style terrorism is the work of large, militant, and well-known groups that carry out careful plans. In recent years, a new type of terrorism has

been introduced—that of small, independent groups which may attack on the spur of the moment. The strategy works, increasing the difficulty of fighting terrorism.

Harvey, Robert. *Fire Down Below: A Journey of Exploration from Mexico to Chile*. New York: Simon and Schuster, 1988. An expert on Latin America, Harvey takes his reader on a country-by-country journey through Central and South America. He discusses cultural and economic trends and the roles of geography, language, and religion in each nation's rate of progress and development. Much insight is offered into the problems faced by the countries of Latin America today. The book uniquely combines a personal narrative with history and political analysis, making for interesting reading.

Headline. New York: Foreign Policy Association. This periodical is clearly and concisely written by experts on the subject or topics covered. It includes maps, charts, graphs, and illustrations and is an excellent resource for libraries, teachers, and advanced high school students. Four issues are published per year. The Foreign Policy Association, 729 Seventh Avenue, New York, NY 10019, (212) 764-4050, can provide subscription information.

Hyde, Margaret O., and Elizabeth H. Forsyth. *Terrorism: A Special Kind of Violence*. New York: Dodd, Mead, 1987. In this overview of terrorism, the authors discuss what terrorism is, who become terrorists and why, who the victims are, and why terrorists believe their actions will solve their problems. One chapter examines the likelihood of terrorism in the future.

Individual Rights in International Perspective. Boulder, Colo.: The Ideas and Ideals of the Bill of Rights Around the World Project, Social Science Education Consortium, various dates. The creators of this series have developed lessons on Canada, Mexico, Japan, and Nigeria. The publisher may be contacted at 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272, for purchasing information.

Jordan, Richard. *Trees and People: Forestland Ecosystems and Our Future*. Washington, D.C.: Regnery-Gateway, 1994. American forests are a tremendous natural resource that benefit our economy, our communities, and even our individual spirits. The author advances the view that commonsense stewardship and well-intentioned laws have become skewed and counterproductive. Why is the forestry industry necessary for the protection and preservation of America's forests? How does the industry care for wildlife? Is there any common ground between the forestry industry and environmentalists? These questions are answered by Jordan in a thought-provoking manner. Contact the publisher at (202) 546-5005 for purchasing information.

Kronenwetter, Michael. *Taking a Stand Against Human Rights Abuses*. New York: Watts, 1990. Containing numerous case studies of human rights abuses that have taken place and are taking place throughout the world, this book is an excellent introduction to human rights issues and different world views. Books in the *Taking A Stand* series

inform students how they can get involved and make a difference on this issue.

*Kuper, Leo. *Genocide: Its Political Use in the Twentieth Century*. New Haven, Conn.: Yale University Press, 1982. Many teachers appreciate this book for the many source materials provided by Kuper. The book complements the Freeden book, listed earlier.

Lampton, Christopher. *Chemical Accident*. Brookfield, Conn.: Millbrook, 1994. The author defines chemicals and explains that chemical reactions in the body support life. He also points out that poisons can damage a body or cause death. He discusses the chemical industry, various chemical disasters, and ways of avoiding chemical accidents.

Lampton, Christopher. *Famine*. Brookfield, Conn.: Millbrook, 1994. Lampton discusses the causes of famine: drought, flood, earthquakes, volcanic eruptions, tidal waves, epidemics, overpopulation, vermin and insects, war, economic problems, crop disease, or a combination of the above. He also describes well-known famines, such as the Irish potato famine, and suggests ways to prevent famines.

Lerner, Edward. *Cultural Conflicts: Case Studies in a World of Change*. Portland, Maine: J. Weston Walch, Publisher, 1993. Lerner's teacher's resource promotes understanding in an interdependent world of 12 cultural areas. For each area, he provides a map, background facts, teaching materials, and reproducible pages with descriptions for student role playing.

Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire. Los Angeles: University of California, The National Center for History in the Schools, 1992. In addition to thought-provoking essays on the rationale and pedagogy of history instruction, this work includes the major topics, themes, and "habits of mind" students should develop and teachers should address. Content for world and U.S. history is set forth in a clear, motivational style. While traditional topics such as the French Revolution and World War I are discussed, "The World in the Contemporary Era" (pages 287–311) offers valuable help for tenth grade teachers planning instruction for the second semester of the course. Each high school history–social science department should own at least one copy of this publication. To purchase copies, contact the publisher at (310) 825-4702.

***Model Curriculum for Human Rights and Genocide*. Sacramento: California Department of Education, 1988. This guide includes a helpful essay for teachers and students on the Armenian genocide, additional resources on the topic, and an extensive list of curriculum resources. The document includes valuable background information and resources on other violations of human rights, such as the Ukrainian genocide; the Jewish holocaust; the Polish genocide; and totalitarian violations in Argentina, Kampuchea, and South Africa. The *Model Curriculum*, which is aligned with the *History–Social Science Framework*, includes appendixes suggested for student reading.

UE
LOCAL 1421
Stop Unfair Labor Practices
DISTRICT 10
HEALTH CARE FOR ALL
JOBS WITH JUSTICE
RESPETO A NUESTRO DERECHOS
DISTRICT 10
UNFAIR
MUNIDA
POMONA

What constitutes fair and unfair labor practices is the source of many disputes in the workplace. Photograph by David Barton. Used by permission.

Mueller, Marnie. *Green Fires, Assault on Eden: A Novel of the Ecuadorian Rainforest.* Willimantic, Conn.: Curbstone Press, 1994. This suspenseful thriller relates an international conspiracy involving American companies' thirst for profits from the newly discovered oil in the rain forests of Ecuador and a secret war of genocide against the Huaroranis, Quechua, and Shuar tribes. Amidst the drama, the author describes the beauty and deadliness of the forest and develops an appreciation for the culture of the tribes. This novel is appropriate for students and teachers.

National Geographic. Washington, D.C.: National Geographic Society. Issued monthly. This respected American magazine is an excellent source of information on world cultures and the problems they face.

**NATIONAL SECURITY* series. Columbus: The Ohio State University, Mershaw Center, various editions and dates. Many teachers find this series of instructional materials helpful. Titles include *Teaching About National Security; American History and National Security; World History and National Security; World Geography and National Security;* and *Essentials of National Security: A Conceptual Guidebook for Teachers.* The publisher may be contacted at (614) 292-5381.

Newsweek NewsWorks V: Social Studies Data Base Files. Newsweek Education Department. New York: Newsweek, Inc., 1989. This database program, including a master diskette, has some activities that are related to the tenth grade course topics; others are appropriate for the eleventh grade curriculum.

ORGANIZATIONS THAT HELP THE WORLD series. New York: Macmillan (New Discovery Books), various authors and dates. Introductory information on a number of world aid organizations is the focus of this series. The treatment is usually laudatory and not intended to pursue possible controversies related to the organizations selected. Individual volumes highlight the Red Cross and the Red Crescent, Amnesty International, Greenpeace, the World Wildlife Fund, the United Nations, and other groups. The series is an easy-to-use resource for high school students.

Orwell, George. *Animal Farm*. Orlando, Fla.: Harcourt Brace, 1990. Barnyard characters easily recognizable as historical figures are presented in this novel, an allegory of the Russian Revolution. However, it is much more than a retelling of history in the guise of a modern fable. It is a story of betrayed ideals, the danger of totalitarian thought, and the situations that promote loss of freedom.

Sajkovic, Miriam Taylor. *Visionaries of Our Times: An Introduction to Their Creative Legacy*. Pittsburgh, Pa.: Dorrance Publishing, 1994. Sajkovic presents profiles of 12 intriguing individuals—from Mother Theresa to Dostoevsky—whose lives offer inspiration to many. Sajkovic sees their lives as prophetic of a holistic humanity.

Stanford Program on International and Cross-Cultural Education (SPICE), Littlefield Center, 300 Lasuen Street, Stanford, CA 94305. This curriculum development project offers a substantive collection of inquiry-based, multimedia curriculum materials on China, Japan, Europe, Africa, and Latin America, with some focus on the immigrant experience in the United States. A wide range of instructional materials is available from SPICE, including such titles as *Why Do People Move?; Migration from Latin America; Coffee Connections; The Modernization of Japan;* and *Two Voices from Nigeria: Nigeria Through the Literature of Chinua Achebe and Buchi Emechete*. The publisher may be contacted at (415) 723-6875.

Stefoff, Rebecca. *Women of the World*. New York: Oxford University Press, 1992. Stefoff tells of eight journeys of discovery that have added to the world's geographic knowledge, all made by women. Included are Ida Pfeiffer, a nineteenth-century woman who circled the world twice; Fanny Bullock Workman, one of the most controversial figures in modern geography; and Alexandra David-Neel, the first Western woman to enter Lhasa, the Forbidden City of Tibet.

Teaching International Politics in High School. Edited by Raymond English. Washington, D.C.: Ethics and Public Policy Center, 1989. Recent changes in world politics make this resource somewhat dated, but several essays are still pertinent—"Avoiding the 'isms' " and "The Realities of Foreign Policy Making," for example. Appendixes, including a glossary of political and diplomatic terms, are especially helpful.

Terrorism. Edited by Bonnie Szumski. San Diego, Calif.: Greenhaven Press, 1986. Part of the *Opposing Viewpoints* series, this book presents different points of view on terrorism: What is it? What are its causes? Is it justified? Who sponsors it, and can it be eliminated? The objective of the series is to allow readers to synthesize several perspectives in order to come to informed opinions of their own. Critical thinking exercises are included to aid in this process. For information on the entire series, telephone (619) 485-7424.

The Terrorism Reader. Edited by Walter Laqueur and Yonah Alexander. New York: Meridian Books, 1987. Updated from an earlier edition published in 1978, this comprehensive reader serves as a useful reference book from which excerpts could be taken. A compendium of the writings of the most notable proponents, critics, and analysts of terrorism from ancient times to today, this reader includes Aristotle, Lenin, Trotsky, Menachem Begin, Emma Goldman, and many contemporary political analysts.

TV/Movies/Video. Learning Enrichment, Inc., Grand Central Station, P.O. Box 5530, New York, NY 10163-5530. This new, free quarterly newsletter for secondary teachers previews upcoming television broadcasts which have educational significance and highlights significant videos and films.

Twose, Nigel, and Mike Goldwater. *Fighting the Famine.* Pluto Press, 1985. With Goldwater's gripping photography and Twose's insightful text, this short but valuable book looks closely at the regions of Africa threatened by widespread famine. The book presents the argument that famine in Africa is not the result of natural forces and can be avoided through self-sufficient food production. The book well illustrates the magnitude and effects of famine on Africa.

**The Universal Almanac*. Edited by John W. Wright. Kansas City, Mo.: Andrews and McMeel, current editions. The most complete source for news and information about the United States and the world at large, Andrews and McMeel's comprehensive and easy-to-read almanac has been enthusiastically received every year by editors, library journals, newspapers, and other publications. Respected publications such as *USA Today, Atlanta Constitution-Journal,* and *Dallas Morning News* regularly look to the *Universal Almanac* for its charts, graphs, and other fact-filled information. It is one of the most reliable sources of its kind on the market today. A distinguished group of researchers and editors has combed the globe to present in-depth coverage on a whole host of subjects: the environment, taxes, crime and punishment, and the changing international scene. This is a vital resource for libraries and classrooms.

Whitten, David. "When Politics Create Famine," *World Game Report,* Vol. 5 (Spring, 1993). Whitten's article is excerpted from the World Game Institute's new software program, Global Recall 2.0, a basic reference tool providing information about world hunger and nutrition. For more information on Global Recall 2.0 and other computer software programs, contact Medard Gabel, Executive Director, at (215) 387-0220.

Wolf, Eric R., and Edward C. Hansen. *The Human Condition in Latin America.* New York: Oxford University Press, 1972. The authors call their book "an introduction to Latin American society which aims at defining the existential conditions under which most Latin Americans live." Although this book was published in 1972, the same issues are relevant and the same dire situations exist today. As the title suggests, the focus of the book is on the human condition, which seems to bring the writing closer to its reader. Individual chapters could be used from the book as well.

**Women in the World: Annotated History Resources for the Secondary Student*. Edited and compiled by Lyn Reese and Jean Wilkinson. Methuen, N.J.: Scarecrow Press, 1987. This book provides insightful reviews of readily available and recent materials on women in history and in contemporary life. It covers general reference and background books, anthologies, autobiographies, biographies, first-person accounts, fiction, poetry, and curriculum materials. The 436 entries offer a balance between easy and advanced reading levels and junior and senior high school materials. Annotations include information on countries, time periods, reading levels, important themes and historical events, and suggestions for classroom use. Included also is recent scholarship on the lives of ordinary and extraordinary women through first-person accounts and fiction from authors such as Nadine Gordimer, Nawal Saadawi, Margaret Rau, Domatila Barrios de Chungara, and Mayantara Sahgal. Telephone (201) 548-8600 for purchasing information.

***World Eagle*. Published monthly (except July and August), this periodical includes extensive maps, charts, and graphs on contemporary topics such as population, food, the developing world, and trade. Teachers are encouraged to copy and reproduce materials appearing in *World Eagle* for classroom use. The magazine is useful for world history, area studies, and U.S. history. *World Eagle* also publishes the TODAY series of reproducible atlases (e.g., *Africa Today, Asia Today*), which has been welcomed by many teachers as a useful resource. Contact World Eagle, 64 Washburn Avenue, Wellesley, MA 02181, (800) 634-3805, for subscription information.

World History Through Maps: A Map Study Book. Maplewood, N.J.: Hammond, 1987. Topics and related maps in this useful resource include the Ice Age and prehistoric migrations; the rise of religion; ancient kingdoms of southern Asia; and colonialism to the present time.

***World News Digest*. Denver, Colo.: World News Digest, various dates. This is an excellent reference for school libraries, updated quarterly, providing an overview and current news on 130 countries. Information on geography, history, economics, population statistics, quality of life, and the government is included. A teaching guide, *Activities Using the World News Digest*, is also available through the Center for Teaching International Relations (CTIR), University of Denver, Denver, CO 80208, (303) 871-2164.

**World Press Review*. This monthly magazine, published as a nonprofit educational service by the Stanley Foundation, includes articles from foreign newspapers and magazines about current events topics. For subscription information, contact the *World Press Review*, Box 1997, Marion, OH 43305, (800) 669-1002.

Zamyatin, Yevgeny. *We*. New York: Avon, 1987. *We* is set in the future and explores the extremes of uniformity and thought control. In this satire, the components of totalitarianism—dehumanization, thought control, brainwashing, liquidations, and the co-optation of the arts to serve public and pragmatic ends—are thoroughly explored.

Visual and Performing Arts Resources

*Stevenson, Melissa. *Biologues: Monologues as Historical Portraiture.* Merced, Calif. Live, 40-minute programs about women from history can be a remarkable classroom or school assembly program. Actress Melissa Stevenson appears in appropriate costume and gives first-person monologues capturing the courage of the women depicted while offering lessons for living. Sponsors may tailor a program and choose from a range of characters. While a number of portrayals complement U.S. history courses, several are apropos for the tenth grade course: Anne Frank (Unit VI), Dian Fossey (Unit I), and Sarah Bernhardt and Isadora Duncan (Unit V). For information, contact Stevenson at 2988 Buhach, Merced, CA 95340, (209) 358-0660.

Appendix I-1

Evaluating an Organization: Some Questions to Consider

It is not always easy to arrive at an accurate understanding of the ideas, programs, and goals of a world affairs organization. Organizations acting at opposite ends of the political spectrum may use the same words to describe their work. Organizations performing essentially the same function may do so from radically different perspectives.

Answers to the following questions will help you arrive at an accurate understanding, but they are sometimes hard to obtain. The organization itself may not be ready to give explicit answers. The answers are, however, present in the organization's pattern of work, what it does, what it does not do, the speakers it sponsors, the literature it promotes, the alliances it forms, and those it shuns. Pursuing this kind of analysis of an organization improves one's ability to work intelligently and effectively in this field and to make informed judgments and decisions. It can also, as organizational leaders work to give clear answers, help organizations to improve the quality of information they make available to the public.

Students can select one or two organizations devoted to a particular issue and try to determine what answers it (they) might give to some of the questions below. They then interview a key staff person (in person, via telephone, or by letter) to confirm or change their first impressions. Research of organizations also can incorporate data from sources outside the organization(s).

History

Origins: How old is the group? Who organized it? What was the primary stimulus: a charismatic leader? a new body of thought? a world affairs crisis? a new program? Was there a predecessor organization?

Later Development: What were the shaping events or personalities in its history? What ideas or policy changes were important milestones? How does it see its future?

Profile: Facts about the organization

Structure: Control: Who makes the key decisions? Are the decision makers considered to be experts in their field? To whom are they accountable?

NOTE: Adapted from *Americans and World Affairs: A Guide to Organizations and Institutions in Northern California*. Berkeley, Calif.: World Without War Council, 1988, pp. 13–15. Used by permission.

Staff: How many? Paid? Qualifications? Do they initiate activity or carry out the directives of a policy-making board? In what other public affairs activities do the staff members play leadership roles?

Constituency: Is it a membership organization? Size of the core group/active participants/mailing list? What are the requirements for participation? Does it operate locally? regionally? nationally? internationally? To which umbrella organizations does it belong?

Legal and Financial Status: Is the organization incorporated? How and where? Tax exempt? How large is its budget? Does it have an endowment? Does it depend on a few large contributions or on many small ones? Who are the major funders—government agencies? private foundations? individuals? What is the political orientation of the funders?

Understandings: The framework of the ideas that shape its work

Goals: How does the organization define its goals (i.e., the changes it seeks to effect in the world) and mission (i.e., its own organizational and programmatic objectives)? Is it focused on problems in world affairs as a whole, or on a specific part of the problem (e.g., progress toward world law, the Middle East, third/fourth-world problems)? By what standards does it judge success in its work?

Roots: Why is the organization working on world affairs problems? Is it an outgrowth of a particular religious or political tradition?

Causes: What is the organization's view of the causes of the international problems and conflicts it addresses? the present distribution of power? a particular ideological, economic, or political system? the present international system? the absence of world government or law? the interests of a social class or privileged elite? human nature itself?

Concepts: Where does the organization stand on key concepts in the field: sovereignty, world community, law, intervention, power, nonviolence, national interest, human rights . . . ? What concepts are central to its work?

Change: What does the organization regard as the prime levers of social change: the development and widespread distribution of new ideas? mass political protest? the influence of specific elites? What specific sectors of society or channels of communication are seen as being of special importance in producing changed attitudes or new governmental policies?

Politics

Stance: What is its view of contending power centers, such as the United States, Japan, or Germany? With what currents in American politics does it identify? with what currents in world politics? Where does it place itself on the political spectrum? Does it argue for withdrawal or for active American attempts to shape world politics? If so, by what means? Does the organization, while in fact taking political positions, present itself as apolitical? Is it?

Perspective: Politics involves more than the struggle for power. It also involves alternate conceptions of government, of how people should live together. What is the organization's view? What is its view of conflict in world affairs? What guides its work: an ideological commitment? a concern for the national interest? for duties beyond borders? What is its view of the place of violence in politics? How does it define freedom, justice, equality? Does it see the struggle for justice or the development of nonviolent ways to resolve such struggles as its central task? Does it argue that it can affect only our own government and therefore criticize only American policies (thus building half-truths into its work)? Does its work reflect a "single villain" orientation: America or the Communists? Does it support Communist-led revolutions as progressive and deserving of support, as none of our business, as bad solutions to real problems, or as a threat to be crushed? Does it emphasize international intervention to keep the peace? American initiatives toward a disarmed world under law? military deterrence while attempting to remove the threat of war through negotiations? increased use of American military power? Does its work reflect a primary concern for building a strong sense of world community? for needed change in the developing nations? for opposition to the spread of Leninist governments?

Does it believe people should fight for their conception of justice? If so, with or without violence? How does it define freedom, equality, justice, peace, community? Which are most important? What does it see as the primary requisites for security? Who or what does it see as important in shaping world politics? Does it have a vision of the future?

Issues: What policies does it advocate for this country? in the Middle East? Europe? Asia? Central America? In relation to the U.N.? the developing nations? world economic and trade problems? the military budget? the use of American military power? On what specific issues does it focus its work?

Strategy: Does it lobby? seek to affect elections? build new political movements or institutions? Or does it see its work as permeating society with new ideas and values so that no matter who rules, decisions will reflect changed understandings? Does it focus on current events or change over the long run? Does it work to build resistance to present policy, to teach alienation from present institutions, or to model new arrangements? Is its aim polarization and the strengthening of its pole, or does it seek to build a new consensus?

Activity

Audience: What audience is the organization trying to reach: national decision makers, political leaders, intellectuals, religious or educational leaders, the attentive public, mass audiences, the alienated, youth, women, business executives, labor leaders, students, media, professionals, leaders in other societies, other governments, committed individuals?

Materials and Channels: What tools does the organization use: conferences, publications, television, films, newsletters, demonstrations, study groups, mailings, computer networks, meetings with opinion leaders, lobbying? Does it work with established institutions or does it prefer to organize new structures to communicate its views?

Projects: What continuing activities does it conduct? What are the tangible results of its past projects: new governmental regulations, new organizational structures, new programmatic developments, books, articles, trained leaders, changed institutional patterns?

Criteria for Judging Success: How does it measure its accomplishments: by membership, budget, quality of its projects, public visibility, response from decision makers, new organizational patterns, new public values?

Character

How is the organization seen by the community? How does it see itself? A group's character or style is often the determining factor in whether a person supports it. Which of the following best describes the kinds of people associated with the organization: achievement-oriented or witness-oriented, radical or conventional, religious or secular, old or young? Who is attracted to it: feminists, business leaders, political activists, fundamentalists, New Age people? Does the group aim at strengthening a small, committed nucleus or does it seek wider participation? Is it focused on crisis issues or on a long-range perspective? Is it well financed, or does it operate on a shoestring? Do its offices feel clean, ordered, overwhelmed, expensive, earnest, intense, or sacrificial?

Appendix I-2

Some Organizations That Deal with World Problems

Amnesty International, P.O. Box 34523, San Diego, CA 92163, (619) 281-8197; 655 Sutter St., Suite 402, San Francisco, CA 94102, (415) 441-3733. Amnesty International (AI) is a nonprofit human rights advocacy organization which works to secure the civil and political rights of prisoners throughout the world. It seeks to end torture and capital punishment, to secure fair and early trials for all political prisoners, and to free "prisoners of conscience" (i.e., individuals arrested because of political beliefs, color, ethnic origin, language, sex, or religion who have not used or advocated violence).

Asia Foundation, 550 Kearny Street, San Francisco, CA 94108 (P.O. Box 3223, San Francisco, CA 94119-3223), (415) 982-4640. The Asia Foundation assists social and economic development in Asia and supports exchange programs between Asia and the United States. The foundation provides books, technical advice, and financial assistance for projects conceived and carried out by Asian universities, community associations, professional bodies, and government agencies. The foundation expects an equal commitment in local resources, time, and energy for the projects it supports.

California Council for International Trade, 333 Continental Boulevard, MI-0196, El Segundo, CA 90245-5012, (213) 617-2248; San Francisco, CA 94111, (415) 788-4127. The California Council for International Trade (CCIT) is the state's leading nonprofit, private-sector organization devoted solely to encouraging international trade by increasing public understanding of the dependence of the California job market on international trade. It is primarily a liaison, lobbying, and research organization. On behalf of its members, it works with and monitors agencies, commissions, and the executive and legislative branches at the state and federal levels on legislation and procedures related to international trade and investment.

CARE (Cooperative for American Relief Everywhere), Western Office, 41 Sutter Street, Room 300, San Francisco, CA 94104, (415) 781-1585. CARE is one of the largest voluntary, nonprofit international aid and development organizations in the world. It provides impoverished people with emergency food, disaster relief, and developmental aid. CARE also sponsors MEDICO, a medical assistance program, in affiliation with over 30 medical societies.

NOTE: This list is adapted and extended from "Organizational Profiles," in *Americans and World Affairs: A Guide to Organizations and Institutions in Northern California*. Berkeley, Calif.: World Without War Council, 1988, pp. 44–208.

Goethe Institute, 8501 Wilshire Boulevard, Suite 205, Beverly Hills, CA 92011, (213) 854-0993; German Cultural Center, 530 Bush St., San Francisco, CA 94108, (415) 391-0370. The Goethe Institute is a nonprofit educational organization providing information and programs on cultural life in the Federal Republic of Germany as well as German language instruction. Supported by the Federal German Government, its formal title is the Goethe Institute for Promoting German Language Study Abroad and International Cultural Cooperation.

Hoover Institution on War, Revolution, and Peace, Stanford University, Stanford, CA 94305, (415) 723-1754. This institution is an international research and documentation center for the advanced interdisciplinary study of political, economic, and social change in the twentieth century, with a library of approximately 1.6 million volumes and archives consisting of 32 million items. Scholars from around the world visit the institution to do research in the outstanding collections on Africa and the Middle East, East Asia, Eastern Europe and Russia, Latin America, North America, and Western Europe.

Institute for Contemporary Studies, 243 Kearny Street, San Francisco, CA 94108, (415) 981-5353. The Institute for Contemporary Studies (ICS) is a nonprofit research center that develops and publishes policy studies on domestic and foreign policy issues, drawing on the disciplines of economics, law, political science, and sociology. Studies are generated by the staff and board of directors in consultation with outside academic specialists who then conduct the research. Studies are aimed at the informed public rather than at other scholars and are used in some 500 college classrooms nationwide.

Institute of International Education, West Coast Regional Office, 564 Market Street, Suite 510, San Francisco, CA 94104, (415) 362-6520. The Institute of International Education (IIE) is the oldest and largest international exchange organization in the United States. IIE administers scholarships and provides academic placement, evaluation, and counseling for both U.S. and foreign students interested in studying outside their respective countries. In addition to student exchanges, IIE addresses problems of educational, economic, and technological development abroad by arranging the training and exchange of academics, specialists, and technical experts throughout the world. IIE works to improve mutual learning and understanding between the United States and other nations and to prepare people for leadership positions in their respective societies.

Institute of the Americas, 10111 North Torrey Pines Road, La Jolla, CA 92037, (619) 453-5560 or (619) 277-0600. This independent, inter-American institution is devoted to encouraging economic and social reform in the Americas by strengthening relations between Latin America, the United States, and Canada. Conferences, workshops, and programs are sponsored by the institute. The bimonthly periodical *Hemisfile* is a beneficial resource for students; it includes articles on the changes taking place in free trade, industry, immigration, drug trafficking, and other timely topics. The institute's aims and research focus on six broad policy themes: democracy and development; environment and technology; trade and immigration; energy; capital markets; and privatization. For information on discounted educational subscriptions to *Hemisfile*, telephone the editorial office at (619) 453-5560.

International Rescue Committee, 3752 30th Street, San Diego, CA 92104, (619) 688-7810; 1367 Folsom Street, San Francisco, CA 94103, (415) 863-3777. The International Rescue Committee (IRC) is the major American nonsectarian voluntary agency devoted to helping refugees throughout the world. The committee has been particularly interested in refugee victims of totalitarian regimes on five continents. The basic elements of IRC's refugee work consist of emergency aid (e.g., food, shelter, clothing, and medical aid); resettlement overseas and in the United States; assistance with immigration problems; and a variety of support services.

Japan Society of Northern California, 350 Sansome Street, Suite 630, San Francisco, CA 94104, (415) 986-4383. The Japan Society of Northern California is a regional membership organization dedicated to furthering understanding and cultural exchange between the peoples of Japan and the United States. Its primary purpose is to serve as a regional center and forum for educational, cultural, economic, and political relations between the United States and Japan.

Nature Conservancy, 225 South Lake Avenue, 9th Floor, Pasadena, CA 91101, (818) 395-7395; 201 Mission Street, 4th Floor, San Francisco, CA 94105, (415) 281-0453. Established in 1955, Nature Conservancy works to protect the earth's rare plants, animals, and natural communities by preserving the lands and waters they need to survive. The reforestation and replanting projects of this nonprofit, international organization have been notable. Statewide opportunities exist for student volunteerism. The national office in Arlington, Virginia, produces a packet of instructional materials which may be obtained by calling (800) 628-6860.

Oxfam America, 115 Broadway, Boston, MA 02116, (617) 482-1211. Established in 1970, Oxfam's name is abbreviated from the Oxford Committee on Famine Relief, founded in England in 1942. It is a nonprofit, international agency that funds self-help development projects and disaster relief in poor countries in Africa, Asia, and Latin America. It also prepares and distributes educational materials for Americans on issues of development and hunger. Its quarterly newspaper, *Oxfam News*, spotlights crises in regions of the world; its *Facts for Action* is a series of periodic educational papers. A resource guide is available as well.

Pan American Society of San Francisco, 312 Sutter Street, Suite 506, San Francisco, CA 94108, (415) 788-4764. The Pan American Society of San Francisco is a nonprofit membership organization established to further knowledge of Latin America and to develop mutual understanding and friendly relations among peoples of the Americas. The society maintains close relations with, but is wholly independent of, the New York–based Pan American Society of the United States, Inc.

Society for International Development, San Francisco Bay Area Chapter, c/o Asia Foundation, P.O. Box 3223, San Francisco, CA 94119-3223, (415) 982-4640. This is a professional association for people with an interest in international economic, political, and social development. Through a network of some 60 national and local chapters, SID functions around the world, promoting patterns of life that are consistent with the new international order it seeks. It is an international, multidisciplinary, nonpolitical, nonprofit organization.

United Nations Association of the U.S.A., UN Building, Balboa Park, San Diego, CA 92101, (619) 233-3970; San Francisco Chapter, 312 Sutter Street, Suite 316, San Francisco, CA 94108, (415) 982-6677. The United Nations Association of the U.S.A. (UNA/USA) is a nonprofit, national membership organization seeking to broaden public understanding and knowledge of the United Nations (UN) and to create an informed, supportive constituency for the United Nations in the United States. With headquarters in New York and 200 chapters throughout the United States, UNA/USA alerts its members to current world problems, provides new ideas for solving these problems, encourages informed discussion, and presents its views to the U.S. government and the United Nations.

World Affairs Council, 635 C Avenue, San Diego, CA 92101, (619) 235-0111; 312 Sutter Street, 2nd and 3rd Floors, San Francisco, CA 94108, (415) 982-2541. The World Affairs Council is a membership organization that promotes public study and informed discussion of developments abroad, foreign policy problems, and other issues which transcend national boundaries. It offers over 200 programs annually, more than any of the 50 similar community world affairs organizations in the country. The San Francisco office serves as headquarters but has self-governing affiliates in Fresno, on the Monterey Peninsula, in Sacramento, and in San Joaquin County. The Bay Area Global Education program, through the council's office, issues a resource catalog that is helpful for teachers. An International Forum plans programs for council members under forty years of age.

World Trade Center, San Diego, 6363 Greenwich Drive, Suite 215, San Diego, CA 92122, (619) 453-4605. The center supports and encourages export and import trade. It helps citizens understand, develop, and expand international business. The World Trade Center takes an active role in the business community, the media, and the government regarding issues which are vital to San Diego's economic and trade growth. Continuing education programs are available for adults and college-age students. The center offers trade information, marketing assistance, lead sources, trade databases (including the World Trade Center Network), foreign publications, and the *Trader* magazine. The center is a member of the World Trade Centers Association, headquartered in New York City.

The World Without War Council of Northern California, 1730 Martin Luther King Jr. Way, Berkeley, CA 94709, (510) 845-1992. The World Without War Council (WWWC) challenges peace organization stereotypes even as it seeks alternatives to policies offered by the Pentagon. It focuses its work on the arenas in which nongovernmental organizations seek to shape American purpose in world affairs. A member of the Alliance for Education in Global and International Studies, the council has worked in precollegiate education and sponsors events (such as open-forum discussions) and publications. It promotes enterprises essential to American leadership in progress toward a world that resolves international conflict without mass violence. Though it conducts education and training programs designed to develop professionals in this field, it is not a school. Teachers interested in educational publications may contact the council by telephone.

Youth for Understanding, International Student Exchange, Northern California Regional Office, 855 N. San Antonio Road, Suite C, Los Altos, CA 94022, (415) 948-3300 or (800) 872-0200. Youth for Understanding (YFU) is a nonprofit educational organization operating one of the largest international high school exchange programs in the United States. With an annual exchange of 7,000 people, YFU encourages understanding between people and cultures by providing summer and academic year homestay opportunities for teenagers worldwide. Headquartered in Washington, D.C., YFU is affiliated with program offices in 26 countries and operates 13 regional offices in the United States.

Unit II

Connecting with Past Learnings: The Rise of Democratic Ideas

(See pages 84–85 of the *History–Social Science Framework.*)

Suggested Time for the Unit: 27 class periods

Topics in the Unit:	**Suggested Time:**
■ Influence of Judeo-Christian heritage (e.g., ideas on human nature; belief in equality of all before divine judgment; moral choice and consequences; duty to work for morally just communities); relation to the philosophy of natural law	2 class periods
■ Greece and Rome: the relationship of reason and the philosophy of natural law to democratic ideas • Excerpts from Plato's *Republic* and Aristotle's *Politics* • Excerpts from books concerning political life in the city-state of Athens • Roman law; written constitution; Cicero on natural law	4 class periods
■ Democratic developments in England • Magna Carta (1215) • Common law • Parliament • Cromwell's Commonwealth Tradition • English Bill of Rights (1689)	5 class periods
■ Ideas of liberty and democracy, including those of Enlightenment thinkers (e.g., Locke, Montesquieu); impact on England, America, France, and Latin America	5 class periods

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■ Special focus: natural law, natural rights philosophy, and the American Declaration of Independence	3 class periods
■ The U.S. Constitution as a summation of democratic principles	1 class period
■ Impact of all the above on events, attitudes, and beliefs today • The high price of freedom • The vulnerability of liberty • The broad contemporary appeal of democratic ideas • Influence of democratic ideas on the United Nations Universal Declaration of Human Rights	2 class periods
■ The French Revolution: an overview • Initial ideas; multiple causes • Phases of the Revolution, including the Reign of Terror • Differences between French and American Revolutions • Napoleon	5 class periods

Sample Topic:	Suggested Time for the Topic:
Ideas of liberty and democracy that influenced the French Revolution ("Beginning the Topic"); Phases of the Revolution ("Developing and Culminating the Topic"). This sample topic combines aspects of the fourth and eighth topics.	5 class periods

Uses and Significance of the Topic

Unit II, "Connecting with Past Learnings: The Rise of Democratic Ideas," is a survey of the history of ideas, unified by the theme of the development of democratic principles. The topics identified in the *Framework* for special examination consist of the sources for the ideas by which we judge ourselves as a political system and a society. Since the *Framework* calls for particular attention to the American Declaration of Independence, natural law and natural rights philosophies serve as one area of emphasis throughout the course. One easy-to-read summary of this intellectual heritage may be found in Michael Palumbo's *Human Rights: Meaning and History*, pages 9–39 (see "General Resources—Modern Era"). The "General Resources" in this unit lists additional titles for the comprehensive background reading that is essential for these vital topics.

The sample topic selected for this unit presents ideas for teaching the French Revolution in a way that complements and extends the democratic heritage theme. The following paragraphs originally appeared in *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire* and highlights important areas that teachers should emphasize.[1]

> For historians in the Western world, the French Revolution ranks with the decline and fall of Rome and the great war of 1914–18 as one of those cataclysmic events whose causes call forth almost obsessive attention. To understand the French Revolution, it may be preferable to examine the impact of the Revolution before turning to its causes, especially if it is to be studied in contrast to the American Revolution. And it would nourish students' political sophistication to remember the English Revolution as well.
>
> All three revolutions took nearly a century to achieve a settled, agreed-upon constitutional system. American students need to recall that it was not until 1865, after a civil war far bloodier than all the French revolutions added together, that the United States imposed agreement over its federal system. The French took 86 years, from 1789 to 1875, as did the English, from 1603 to 1689. Yet all these revolutions occurred in relatively prosperous, secure societies of substantial political and administrative experience and sophistication, with large, confident middle and lower-middle classes and widespread ownership of property. From this perspective students should better understand the political difficulties facing so many nations in the world today.

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[1] *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire*. Edited by Charlotte Crabtree and others. Los Angeles: National Center for History in the Schools, University of California, 1992, pp. 275–276.

Secondly, the causes and conditions of the French Revolution may be contrasted to those of the American, as part of the explanation of the French fall into extremism, civil war, and military dictatorship between 1789 and 1815. Those who blame the disintegration only upon radical French ideologues oversimplify the contrasts. Our revolution was for the most part directed against outsiders, not compatriots. Ours was largely free of class divisions and class hatred; we had suffered no privileged aristocracy or clergy; relations between rich and poor, in town and country, were less strained. We enjoyed the advantages of great distance from Britain and of massive, probably decisive, aid from the French. Their revolution was attacked by several foreign powers across land borders. Our political leaders and legislators had, for the most part, long experience in the daily workings of representative government. Theirs had substantially less. Religious issues were minor in America. In France the question of the Church tore the nation, including the political moderates of the Center, in half.

Economic conditions, too, were worse in France. Depression, unemployment, inflation, food shortages, and fear of famine all made the task of peaceful political settlement much harder. Regional and provincial rivalries were more divisive in France than the American colonies' well-known suspicions and hesitations. Once again, all of these factors are still alive in a world where democracy struggles to be born and to survive.

Thirdly, students need to understand the several stages of the French Revolution, from the moderate compromise over limited monarchy in 1789–91 through radicalism, reaction, dictatorship, and the return to moderate compromise in 1815. Not for nothing has France been called the West's laboratory of political experiment. Each stage and each faction represents an ideology and a set of group and class interests that were to become active in most world societies ever since. The very vocabulary of Left, Right, and Center originated in 1789.

Teachers are encouraged to read some of the many excellent scholarly works on the French Revolution. In addition to the titles cited in "Resources for the Sample Topic," teachers will find many of the following in college and university libraries: *Origins of the French Revolution,* by William Doyle (New York: Oxford University Press, 1980); *Becoming Visible: Women in European History,* second edition, edited by Renate Bridenthal and Claudia Koonz (Boston: Houghton Mifflin, 1987); *The Oxford History of the French Revolution,* by William Doyle (New York: Oxford University Press, 1989); *Social Interpretation of the French Revolution,* by Alfred B. Cobban (New York: Cambridge University Press, 1968); *A Critical Dictionary of the French Revolution,* edited by Francois Furet and Mona Ozouf (Cambridge, Mass.: Harvard University

Press, 1989); the two-volume *French Revolution*, by Georges Lefebvre (New York: Columbia University Press, various dates); *Days of the French Revolution: The Day-to-Day Story of the Revolution*, by Christopher Hibbert (New York: Morrow, 1981); *Politics, Culture, and Class in the French Revolution*, by Lynn Hunt (Berkeley: University of California, 1984); the essay "Historiography of the French Revolution" in volume 7 of *New Cambridge Modern History*, edited by A. Goodwin (London: Cambridge University Press, 1990); *Women in Revolutionary Paris, 1789–1795*, edited by Darlene Levy (Champaign: University of Illinois Press, 1980); John Paxton's *Companion to the French Revolution* (New York: Facts on File, 1988); and *Voices of the French Revolution*, edited by Richard Cobb and Colin Jones (Topsfield, Mass.: Salem House Publications, 1988).

Presentation and Activities

A

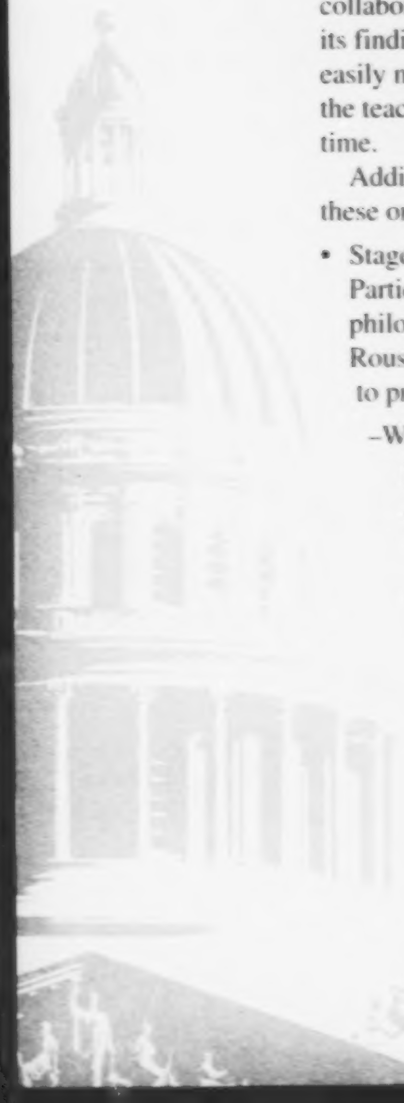
Beginning the Topic

Coverage of the French Revolution actually begins in the fourth topic for Unit II ("Ideas of liberty and democracy"), when students examine the international influence of Enlightenment thinkers and earlier writers. Therefore, the activities outlined here are intended for the fourth topic, since they provide students with knowledge that is essential to understanding the Revolution's beginnings.

Appendix II-1, a readers' theater script, is used as a motivational activity to reinforce past learning and introduce students to key issues of the topic. The scene is a hypothetical meeting to draft the Declaration of the Rights of Man and of the Citizen. The script reminds students of the development of democratic ideals over the centuries and the importance of those ideals as the basis of modern governments today. (Names may be changed to accommodate the gender of readers: Marc to Mariette, Jacques to Jacqueline, for example.)

CONSTITUTION & LAWS

Students examine and analyze important philosophical writings of the time. Selections from *Slices of Time: The U.S. Constitution in Global Perspective*, by Gerald A. Danzer and Mark Newman (see "General Resources"), are suggested, since the questions and analyses developed by the authors help lead students through key passages from Montesquieu, Rousseau, and Lafayette while providing helpful background information. "Montesquieu on Liberty and Government" (pp. 37–40), "Rousseau on Social Contract" (pp. 41–44), and "Lafayette and the Declaration of the Rights of Man and of the Citizen" (pp. 69–72) may be assigned to partners or small groups to study in collaboration; each group then reports its findings to the class. The material is easily modified to suit students' needs, the teacher's area of focus, or available time.



Additional activities that make use of these or other documents include:

- Stage a "Meeting of the Minds." Participants research one of several philosophers (e.g., Montesquieu or Rousseau) and respond in character to predetermined focus questions:
  - –Where do governments obtain power?
  - –What is the role of government?
  - –What recourse do citizens have when government does not meet their needs?
- Write a rebuttal to one of the documents from the perspective of an absolute monarch.
- Find quotations from writings by a given philosopher and use the philosopher's words in response to such questions as:
  - –What power does government have over me?
  - –How does government meet the needs of citizens?
  - –What powers do I have to influence government?
  - –What options are available if government does not seem to work well?

B

Developing the Topic

The political, economic, and social causes of the French Revolution, as well as its chronology, are included in various textbooks on world history. Another convenient, well-illustrated overview is presented in Richard Tames's booklet "The French Revolution" (*Greenhaven World History Program*. San Diego, Calif.: Greenhaven Press, 1980). The activities described below complement students' reading and writing through various interactive strategies.

Maxwell Anderson's poetic one-act play *The Feast of Ortolans* is a well-suited dramatic introduction to the French Revolution. The play can be used in a variety of ways: retold or read aloud (all or part) by the teacher; excerpted and performed by students, readers' theater style; or informally read together, with students reading aloud their assigned parts at their desks. If the study of the play is correlated with theater or language arts classes, students can act out the play, studio fashion (staged with minimal scenery or props). Though currently out of print, the play is readily available in anthologies obtainable from public libraries (see "Visual and Performing Arts Resources").

The plot of *The Feast of Ortolans* is notable for its dramatic appeal. In the Duke of Pompignan's dining hall, a group of French luminaries is gathered to enjoy an elegant dinner. They constitute the "beautiful set" of 1789: the heir to the French throne, General Custine, Desmoulins, Condorcet, Lafayette, Beaumarchais, the Mlle. Vergniaud de Sombreuil, and other historical figures. After the first wine, they pause to hail the coming revolution. The air becomes thick with the praise of reason, liberty, and the newly dawning age. But Lafayette upbraids them. "You've played with the thought of revolution. . . . While the Prince talks of his States-General, the old injustice runs too deep to be cured with summoning a Parliament!" Only the poet La Harpe can unsettle their self-satisfaction. In a grim scene he foretells the actual destinies to befall each guest during the revolution. His jeremiad is interrupted by the late arrival of Custine's son, who brings shocking news: The Bastille has fallen, and the roads to Paris are unsafe. It is learned that even the Duke's own servants have fled the house. When Pompignan is discovered murdered, it is clear to all that the time is at hand. "The gods are athirst," muses La Harpe. "We shall not meet again."

Students might consider how Anderson wrote a play that is true in historical idea yet purposely inaccurate in detail or historiography. Why did Anderson choose to condense or modify historical details? How are the tasks of a historian and a poet or playwright different yet possibly similar?

The study of the play is followed by a lecture on the social, economic, and political conditions in France before the Revolution. Before the lecture, the teacher distributes the graphic organizer in Figure II-1. As the teacher describes each estate, students take notes on the organizer, jotting down information in the appropriates boxes. (See Figure II-2 for an example of a completed organizer.)

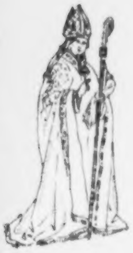
After a general description of the three estates, the teacher asks students to turn over the graphic organizers and write a description of the three estates. The teacher checks for understanding.

Figure II-1

Graphic Organizer

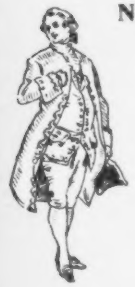
FIRST ESTATE

Clergy



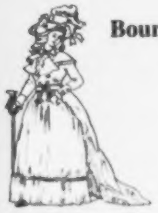
SECOND ESTATE

Nobility

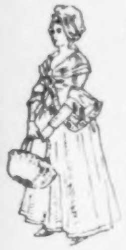


THIRD ESTATE

Bourgeoisie



Petite Bourgeoisie



Peasantry

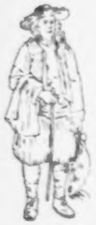
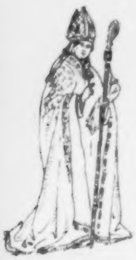


Figure II-2 **Social Class: A group of people of the same rank or status in a community**

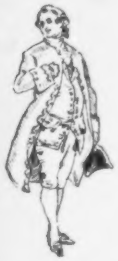
FIRST ESTATE



Clergy

The First Estate included the higher clergy (bishops) who were nobles, as well as parish priests, who were commoners and lived no better than peasants. Some of the higher clergy lived in luxury at Versailles. Parish priests usually lived a simple, hard-working life. Many critized the social injustice of France and resented the privileges of the upper classes. The clergy administered the church, ran schools, kept birth and death records, and cared for the poor. To support these activities, the clergy collected a tithe, a tax on income. The church owned vast amounts of tax-free land (10 percent of France). The clergy constituted about 5 percent of the population.

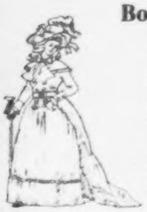
SECOND ESTATE



Nobility

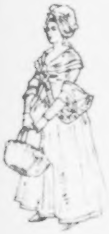
Many nobles enjoyed great wealth and privileges. Only nobles could become officers in the army ("nobles of the sword") or fill high offices in the church ("nobles of the robe"). Nobles were exempt from most taxes. Not all were wealthy, but all could collect feudal dues from peasant populations. All but a handful were violently opposed to any social change. They wished to regain their own power which had been lost to Louis XIV. The nobility owned about 30 percent of the land and constituted about 1.5 percent of the population.

THIRD ESTATE



Bourgeoisie

The bourgeoisie were those in the wealthy middle class who owned land or were highly placed civil servants or financiers. They aspired to enter the ranks of the nobility. Exasperation with taxes and the nobles' privileges made them align with the lower classes. The bourgeoisie owned about 20 percent of the land.



Petite Bourgeoisie

This group, the lower-middle class, comprised the city dwellers who were professionals, artisans, and shopkeepers. The petite bourgeoisie and the peasantry, together, owned about 40 percent of the land.

Peasantry

The rural peasants eked out a bare existence. Some owned land, but most worked the land of others. They hated the nobility, to whom they had to pay feudal dues.

The vast majority of the French—93.5 percent—were members of the Third Estate. They ranged from the "notables"—bourgeoisie who were wealthy landowners, civil servants, and financiers—to the poorest peasants.

Each group was taxed and regulated differently. The bourgeoisie paid provincial tariffs on trade and had to abide by guild restrictions on manufacturing and other, governmental, restrictions. Peasants paid taxes to the government in the form of *taille* (land tax), *corvee* (forced labor on roads and bridges), and *gabelle* (tax on salt); to the church they paid tithes; and to the nobles they paid feudal dues. Peasants were rarely left with more than half their income after taxes.

- What were the three estates?
- Was the Third Estate homogeneous? Explain your answer.
- Why was a poor noble still higher socially than a wealthy bourgeoisie?
- Why might members of the First Estate disagree about the need for change?
- Why was the Estates General inherently unfair?

The lecture continues with more detailed information about each of the estates, after which students work with partners to answer questions about the information included in the presentation:

- Why might members of the First Estate disagree about the need for change?
- If you were a member of the higher clergy, how might you explain the inequity in religious terms?
- Why was a poor noble still socially higher than a wealthy bourgeois?
- Was the Third Estate homogeneous? Explain your answer.
- What would be the different agendas of the members of the Third Estate?

Students discuss their answers with a partner, write the answers on the back of their graphic organizers, and report their answers to the class. This strategy engages students' thinking and provides a visual organizer that fosters retention.

Conclude the lecture with the following questions:

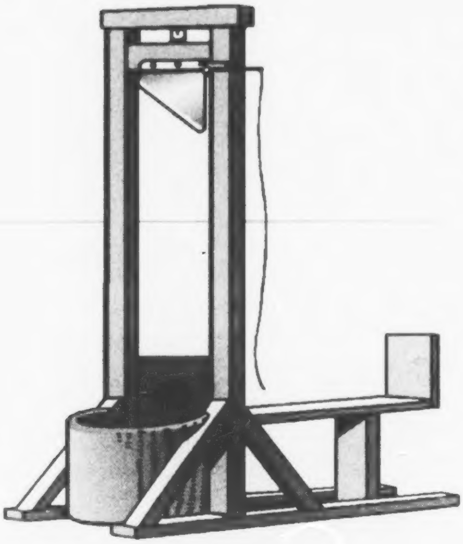
- Why was the social structure of the three estates inherently unfair?
- How did it violate the basic democratic concepts we have been studying?

Students discuss these questions in a think-pair-share format, making notes on the back of the graphic organizer. Then they write a short paragraph to turn in to the teacher.

As a closing activity for the class period, teachers distribute a selection of pre-Revolutionary cartoons. For homework, students write explanations or interpretations of the cartoons. Cartoons that can be used for this assignment are found in *French Caricature and the French Revolution, 1789–1799* (see "Visual and Performing Arts Resources"). As an alternative assignment, students create their own cartoons after studying samples.

To understand the difficulties facing the Estates General, students may simulate committee meetings involving certain *cahiers,* or resolutions. The class is divided into three groups, each representing one of the three classes of the Estates General. Each group meets separately to determine positions regarding the resolutions outlined below. In the general meeting, each estate will respond to the resolutions as a group.

If smaller groups of three to six people are preferred, participants can form mini–Estates Generals. In groups of three, each member acts as a representative of one of the estates; groups



of six allow for two representatives from each estate; they confer regarding the problems discussed and then express viewpoints with other estate representatives. (True to history, each estate is allowed only one vote, so that the First and Second Estates can override the Third.) This activity requires the responsibility and involvement of all students; the teacher monitors the groups' discussions.

Before beginning the activity, students research and study some of the conditions and priorities of each estate in order to avoid stereotyping them. For example, while the First Estate included powerful bishops and cardinals, by definition it also included the poorer parish priests, some of whom sympathized with the plight of France's destitute population. Students consider whether the concerns of such "lower members" might have been heard by their representatives at the Estates General. Some students representing the Second and Third Estates can speak as historic figures, such as the Marquis de Lafayette, the Comte de Mirabeau, the Lameth brothers, the Abbot Emmanuel-Joseph de Sieyès, and Jean Joseph Mounier, some of whom were at variance with other members of their estates. Kitty Benedict's *The Fall of the Bastille* (TURNING POINTS IN WORLD HISTORY series), listed in the "Resources for the Sample Topic," is a brief and helpful resource for student reading. See especially pages 13–17 and Chapter 2, "The Estates-General," pages 19–25.

Each group discusses the following three resolutions and decides on its position. In the general meeting, points of view and debates would be permitted, but voting is done by each estate, not by individuals.

1. The national treasury is bankrupt. There must be a method of raising new revenues. The following have been suggested:
    a. Increased taxation on manufactured goods, which will be taxed as they leave the factories
    b. A new tax on church property
    c. A new tax on estates (land holdings) over 1,000 acres
    d. A general sales tax on all items purchased by everyone except the clergy
    e. A tax to be paid by employers on every person they employ

2. The army and the navy of the nation have serious needs. The following are suggested remedies:
    a. Factory owners be required to donate needed items to the armed forces (items to be determined by a committee appointed by the King).
    b. Large landowners be required to provide barrack space for the army free of charge.
    c. Officers in the army and navy be appointed from the aristocracy (noble class) only.
3. The government needs reorganization. The following choices have been presented:
    a. Appointment to government office be based on ability rather than social class.
    b. Members of the clergy remove themselves from the political arena and concentrate on strictly religious matters.

Except for preparatory research outside of class, this activity is limited to one class period.

The First Estate, the clergy, which consisted of only 5 percent of the French population, owned about 10 percent of the land. The Second Estate, the nobility, consisted of only 1.5 percent of the French population but owned 30 percent of the land. The Third Estate, made up of the remaining 93.5 percent of the French population, numbered about 25 million people and included the bourgeoisie, the artisans, and the peasants. The bourgeoisie, numbering about one million people, included wealthy landowners who owned about 20 percent of the land; most of the Third Estate however, consisted of the peasantry.

Using this information, or statistics from other sources, students construct a pie chart or bar graph that illustrates the population-land ratio of each estate.

Students examine the Petition of Women of the Third Estate to the King. They may then complete one or more of the following activities:

- Use the petition as the basis for a readers' theater script.
- Draw a political cartoon that supports or opposes the petition.
- Write a newspaper editorial stating a position regarding the petition.
- Rewrite or act out the document, either individually or as a group.

Other primary source documents that illustrate contemporary ideas of women include "The Declaration of the Rights of Woman and of the Female Citizen," by Olympe de Gouges; a pamphlet by Etta Palm d'Aelders proposing a network of women's clubs to administer welfare programs; reports from women schoolteachers advocating citizenship training for the new citizens; and transcripts of debates in the national convention that ultimately led to the outlawing of women's popular societies and clubs. Later in the unit, an investigation into the way in which the Napoleonic Code removed rights some women had enjoyed during *l'ancien régime* would prove enlightening to students. Teachers are referred to the "Resources for the Sample Topic" for the following collections, which contain the source material mentioned:

European Women: A Documentary History, 1789–1945

I Will Not Bow My Head: Documenting Women's Resistance in World History

Women, the Family, and Freedom: The Debate in Documents, Volume I

Women in Revolutionary Paris, 1789–1795

In analyzing such sources, students should consider the context of the pieces examined. During what phase of the Revolution were the words spoken or written? Who constituted the intended audience? Why was the piece written or delivered? What questions does the writer raise? Are there misleading statements? Who or what was the influence of the source? These are a few of the considerations that should be applied to any material analyzed by the source method.

C

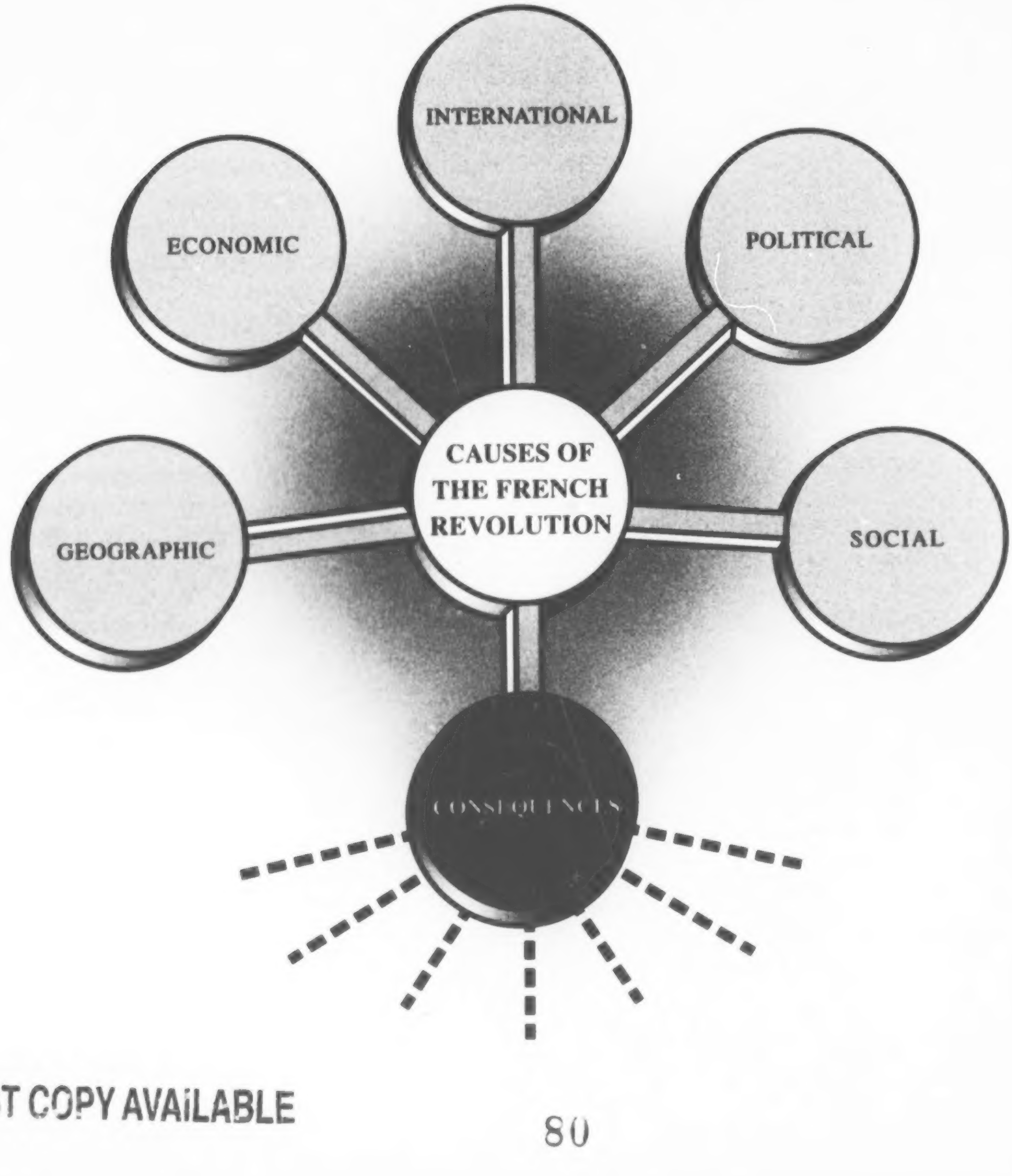
Culminating the Topic

After studying the various phases of the French Revolution, students build on understandings gained in the study of Unit I by completing a spoke diagram showing the multiple causes that led up to the French Revolution. A sample pattern for the diagram is given in Figure II-3 on the following page.

Students map the movement of democratic ideas, enlightenment, and reform during the seventeenth and eighteenth centuries. Necessary materials for the activity include a blank map of the Western Hemisphere and textbooks or other reference materials. Students list the names of prominent philosophers, political theorists, and leaders, such as Aristotle, Plato, Cicero, Thomas Paine, Thomas Jefferson, John Adams, Mercy Otis Warren, John Locke, Charles de Secondat, Baron de Montesquieu, and José de San Martín, on the chalkboard. They then place

Figure II-3

Spoke Diagram for
the French Revolution


INTERNATIONAL
ECONOMIC
POLITICAL
CAUSES OF THE FRENCH REVOLUTION
GEOGRAPHIC
SOCIAL
CONSEQUENCES

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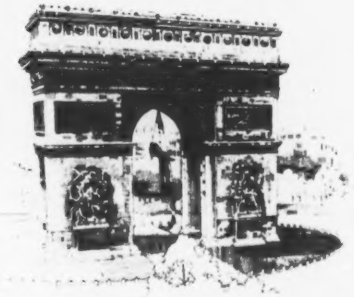
each of these names on a blank map of the Western Hemisphere and draw lines showing the movement of these ideas from one country to another. Students include the principal ideas or achievements and the period in which each originated. How did these theories help to form the ideals of the French Revolution?

Students also identify and locate earlier cultures around the world where democratic practices and ideas existed in some form.

In the next section, "Activities for Other Topics," there is a chart activity for comparing such historical documents as the Magna Carta and the English Bill of Rights (see Figure II-6). If the suggested sequence of topics for this unit is followed, this activity will have been completed prior to the study of the French Revolution. After studying the Revolution, students may complete a similar chart for the French Declaration of the Rights of Man and of the Citizen. A text of the document is found in *The Democracy Reader*, listed in the "General Resources—Modern Era." Figure II-4 provides a sample of how the student-completed chart might look.

After students learn of Napoleon's rise and fall, they consider the ways in which Napoleon contra-



dicted some of the aims of the Revolution. How might the French Revolution be seen as a bridge from absolutism to absolutism?

While the Napoleonic Code is said to have guaranteed the equality of all citizens before the law, students should consider some of the mechanisms of Napoleon's dictatorship, such as:

Secret police
Night arrests
Political murder
Censorship of mail, press, theater, and literature
Control of school texts
Control of church sermons
Denial of equal trial to workers

As historian Paul Gagnon notes:

> Napoleon was the very first of the modern dictators, precisely because he used the vocabulary and preserved the facade of liberal democracy—elections, referenda, assemblies, and constitutions—as a screen for authoritarianism . . . . The American and French Revolutions transformed the world's political vocabulary. Henceforth, most [totalitarians] would feel the need to pretend they respected liberty, equality, and self-government, to use the words of enlightened liberals, while pursuing opposite goals. Their hypocrisy has ever since been the homage that political vice pays to democratic virtue. Napoleon was the first in a long line, still thriving.[2]

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[2] Paul Gagnon, *Democracy's Untold Story: What World History Textbooks Neglect.* Washington, D.C.: American Federation of Teachers, 1987, p. 86.

Figure II-4

Principles Stated in the French Declaration of the Rights of Man and of the Citizen

Principle	*French Declaration of the Rights of Man and of the Citizen (1789)*
Rule of law	**Authority is granted by the nation to an individual or body. All is conducted according to law.**
Balance of power	**Representatives of the French people are organized as a National Assembly. Article 1, Section 16, advocates separation of powers.**
Power of the purse	**Citizens or their representatives decide if appropriations are necessary and act accordingly.**
Security of private property	**Property is identified as one of the rights of man (see Article 1, Section 2).**
Limited government	**The Declaration was the preface to a proposed constitution that would outline the limits of government.**
Due process of law	**Accusation, arrest, and imprisonment must be done according to law; punishment is based on law.**
Judgment by one's peers	**All are equal before the law. (Juries are not specifically mentioned.)**

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Activities for Other Topics

Students should analyze major documents in the development of democratic ideals, with particular emphasis on the key concepts of:

Rule of law
Balance of power
Power of the purse
Security of private property
Limited government
Due process of law
Judgment by one's peers

For example, during the third topic for this unit ("Democratic developments in England"), students examine the Magna Carta and the English Bill of Rights. The circumstances in the creation of the Magna Carta provide an excellent context for introducing or reviewing the terms listed in the previous paragraph (see Figure II-5). These learnings are the genesis for a comparison chart that shows how the six concepts appear in the English Bill of Rights, the American Declaration of Independence, and the U.S. Constitution and its Bill of Rights. Periodically throughout the unit, after examining excerpts from each document, students work to complete the chart. It is suggested that the grid of Figure II-6 be drawn as a wall chart that remains displayed in the room during the unit's study; students' findings are filled in at the appropriate time (Figure II-6 shows the kind of observations students might record in the completed chart).[3]

Once the chart is completed, teachers may culminate study by posing the following questions to generate class discussion or to serve as writing prompts:

- What do the writers of these documents seem to be saying about the dignity and worth of individuals and the sanctity of life?
- If a new nation were claiming to be a "free" country (one protecting citizens' liberties and representative government), what questions would you ask to determine whether that nation were, in fact, free? What are some instances, real or hypothetical, that would show how a constitution could be contrary to the ideas of freedom and representative government?

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[3] Teachers are referred to the *Course Models for the History–Social Science Framework, Grade 7—World History and Geography: Medieval and Early Modern Times*, Sacramento: California Department of Education, 1994. Units VIII and X suggest teaching strategies and activities that have been successfully adapted by teachers of tenth grade. Pages 219 and 333–336 present passages from the historic documents that can be analyzed for content and concepts.

Figure II-5

Some Ideas We Derive from the Magna Carta

The Magna Carta was the source of many of the important ideas embodied in founding documents of the United States, such as the Declaration of Independence and the Bill of Rights. Below is a list of seven of these democratic ideals, each followed by a short paraphrase of its source in the Magna Carta.

Idea: Rule of law
Laws exist, and all citizens must obey them. The king is not above the law. If the king breaks the law, his vassals can remove him from the throne.

Idea: Balance of power
Even though the king is the nation's leader and authority, his vassals have both the right and the responsibility to check or limit his power.

Idea: Power of the purse
The king cannot levy any extra taxes "without the common consent of the realm." Without new taxes, the king cannot increase his army and overturn the balance of power by attacking his vassals.

Idea: Security of private property
Things that do not belong to the king (land, tools, livestock) cannot be taken from their owners without their consent. This agreement not only preserves the right of subjects to own property but also stops the king from becoming richer or more powerful by taking property from his subjects.

Idea: Limited government
There are limits to the powers of both the king and his barons. This idea relates to balance of power.

Idea: Due process of law
Someone who is accused of a crime cannot simply be condemned by the king or his sheriffs. There is a process for hearing both sides of the case and making a fair judgment.

Idea: Judgment by one's peers
This idea is the seed of our jury system, which guarantees that the guilt or innocence of a citizen accused of a crime will be decided by a jury of his or her peers.

Figure II-6

Comparison of Four Historical Documents

Principle	*The Magna Carta (1215)*	*English Bill of Rights (1689)*	*American Declaration of Independence (1776)*	*U.S. Constitution and Bill of Rights (1789)*
Rule of law	Laws exist, and all citizens must obey them. The king is not above the law. If the king breaks the law, his vassals can remove him from the throne.	It is illegal for the king to suspend or dispense with laws.	King George III has broken the laws and refused rights of colonists; the people, therefore, "throw off" his government of tyranny and reestablish rights under rule of law.	The Constitution and the Bill of Rights establish rule of law for the new nation.
Balance of power	Even though the king is the nation's leader and authority, his vassals have both the right and the responsibility to check or limit his power.	Free elections of Parliament are called for. Subjects have the right to petition the king without punishment. The king can maintain an army only with the approval of Parliament.	The king has demanded that some of his subjects give up the right of representation in legislature.	Montesquieu's idea of "separation of powers" is incorporated. Citizens elect executives and legislators.
Power of the purse	The king cannot levy any extra taxes "without the common consent of the realm." Without new taxes, the king cannot increase his army and overturn the balance of power by attacking his vassals.	Levying taxes by the Crown without grant of Parliament is illegal.	The king has imposed taxes on colonists without their consent.	Any laws regarding taxation and appropriation are the responsibility of elected representatives.
Security of private property	Things that do not belong to the king (land, tools, livestock) cannot be taken from their owners without their consent. This agreement not only preserves the right of subjects to own property but also stops the king from becoming richer or more powerful by taking property from his subjects.	"All rights and liberties . . ." are secured (includes landowners' rights).	The king has "plundered our seas, ravaged our coasts, burned our towns, destroyed the lives of our people."	Article I, Section 10, and amendments 3 and 4 refer to the rights of people to be secure in their persons, houses, papers, effects. Amendment 6 forbids the taking of property without due process of law.
Limited government	There are limits to the powers of both the king and his barons. This idea relates to balance of power.	The king is clearly prohibited from certain actions so that the rights of nobility and others are protected.	Governments should protect the rights and liberties of citizens. The king has opposed citizens' rights and liberties. A new nation must be formed to protect them.	The purpose of the Constitution is to "secure the blessings of liberty" by specifically assigning and limiting the powers of government.
Due process of law	Someone who is accused of a crime cannot simply be condemned by the king or his sheriffs. There is a process for hearing both sides of the case and making a fair judgment.	"Fines and forfeitures . . . before conviction . . . are illegal and void."	The king has refused to agree to laws related to justice; he has made some judges dependent on his will.	The Bill of Rights guarantees due process. (Note especially amendments 5 and 8 of the Constitution.)
Judgment by one's peers	This idea is the "seed" of our jury system, which guarantees that the guilt or innocence of a citizen accused of a crime will be decided by a jury of his or her peers.	Jurors (freeholders) are to be impaneled and may pass judgment.	The king has deprived many colonial citizens of the benefits of trial by jury.	Amendments 6 and 7 of the Constitution guarantee trial by jury.

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- How does the information in the chart relate to the more general concept of consent of the governed? Dissent of the governed?

When students consider the influence of eighteenth-century events on Latin America, they can examine the Argentine Declaration of Independence (1816) in conjunction with the accomplishments of José de San Martín, Bernardo O'Higgins, and Simón Bolivar. Pages 73–76 of the aforementioned *Slices of Time*, by Gerald Danzer and Mark Newman (see "General Resources") contain the text of the declaration, along with helpful background information and a study project that aids students in analyzing the document.

DEMOCRACIA YA !!

Democracy's resurgence is one of the most extraordinary phenomena at the close of the twentieth century. Photograph by David Barton. Used by permission.

The first topic for Unit II focuses on the Judeo-Christian heritage as it relates to the development of democratic ideas. Appendix II-2, "Judeo-Christian Influences in the Context of Democratic Ideas," is provided both as background reading for teachers and as possible supplementary reading for students. The appendix can serve as a basis for outlines or lectures, student research, or preliminary reading before study of the primary sources, listed in the "General Resources."

Any use of Scriptures as primary sources requires thoughtful preparation by teachers. The Bible is not a treatise on political science; admonitions and instructions to believers should not be interpreted from a presentist view, free of context or intent. However, by reading selections students gain an understanding of the world views that have influenced the development of democratic ideas. Teachers are referred to suggestions on pages 72 and 75–76 of *Course Models for the History–Social Science Framework, Grade 6—World History and Geography: Ancient Civilizations*. In addition, Psalm 146:3, 5–

Free assembly is a vital, fundamental right of a free people. Photograph by David Barton. Used by permission.

10, proclaims Judeo-Christian belief in the power and rule of government in relation to God; Chapters 8–10 of 1 Samuel (i.e., 8:5, 8:15–18, and 10:18–19) deal with the purpose and abuse of authority and the civic role of religion. John 18:36 and Matthew 22:17–21 point up both the civic duty and otherworldliness of Christian belief; some historians believe that Paul's admonitions in Romans 1:18–20 and 2:14–15 form a Christian basis for the philosophy of natural law. The reading of Appendix II-2 can be complemented by such passages as Exodus 20:12–15, Leviticus 19:11–18, Micah 6:8, Mark 8:36–37, and Romans 8:5–8 and 12:9–19.

Throughout the year students learn of other cultures, traditions, and religions whose major ideas, while not directly related to the development of democratic ideas, are highly supportive of what is termed *human rights*. Confucian teaching, for example, stresses the showing of respect for all humankind; Buddhism promotes the concept of ethical discipline; Islam encourages the emancipation of slaves as an act of religious merit. Pages 17–21 of *Human Rights: Meaning and History*, by Michael Palumbo, offers a succinct discussion of these heritages as they relate to common human aspirations today. The book, available as an inexpensive paperback, is listed in the "General Resources—Modern Era" for this topic. Materials relating to these and other world religions are found in the *Course Models* for grades six and seven and in the various resource lists for this publication.

The fifth topic of the unit focuses on the Declaration of Independence, identified in the *Framework* for particular attention. The class begins with students' brainstorming what they know or recall regarding the Declaration: the events related to its writing; its principal author; the date of its signing and announcement; its content, purpose, and impact; famous phrases; controversies over its meaning or alleged meaning. Students' thoughts are recorded on the chalkboard by the teacher, who comments on or clarifies students' statements as necessary.

Why study the Declaration of Independence? Students think quietly for a moment to formulate responses to this question; then they join a partner with whom they briefly discuss their ideas. Comments then are reported to the whole class. The teacher or another student records the comments on chart paper.

The Declaration is divided into four sections, and student teams of two or three persons each are assigned one of the sections to study. (It is not necessary to have an equal number of groups assigned to each section.) Students read their assigned portions and prepare responses to questions. Since each section differs in purpose and content, teams' questions differ accordingly:

Preamble (first paragraph)

What is the purpose of this paragraph? In your own words, explain three important ideas it conveys.

Declaration of Principles (second paragraph)

What is the purpose of this paragraph? What are the five basic principles or truths of human society set forth by the writers? Quote directly from the text of the Declaration, and use your own words in explaining the quotations.

Bill of Indictment (This section begins with the words "He has refused his Assent . . ." and ends with the words ". . . as we hold the rest of Mankind, Enemies in War, in Peace, Friends.")

In your own words, explain two main purposes for this section. How do the nine "For . . ." statements resemble statements in the Magna Carta?

Proclamation (final paragraph)

In your own words, explain the purpose of this paragraph. What is the meaning of the phrase "our Lives, our Fortunes, and our sacred Honor?" What does the information in Appendix II-3 indicate regarding the seriousness of the signers' pledge?

Students will need to have copies of the Declaration of Independence for this activity. Such booklets as *The Constitution of the United States and the Declaration of Independence* and Gregory Wolfe's *A New Dawn of Liberty: The Story of the American Founding* (see "General Resources—The Declaration of Independence") are suggested because the text of the Declaration is presented in standard paragraph form, essential for this activity.

Team members meet to study their assigned sections, make notes, and determine what they will investigate. Groups examining the last paragraph of

the Declaration will need to have access to copies of Appendix II-3. Instructional resources such as encyclopedias and computer software may be used to research the meaning of assigned sections; such research may be continued as either collaborative or individual homework.

A representative from each team reports to the class; class members take notes using the four sections as category headings. Students may make a sketch illustrating important ideas; picturization and oral explanation can be a helpful strategy for some LEP students.

The teacher leads the class discussion of the reports through questioning, clarifying, and eliciting explanation. Salient points include:

Preamble and Principles

These two paragraphs present the justification for forming new governments and being independent of England. The writer makes a succinct reference to the natural law/natural rights doctrine regarding the origin and purpose of government within the framework of God the Creator and maker of laws. Earlier the colonists had appealed to agents of the king for their rights under the British constitution; now, since they are breaking away from that constitution, they appeal to a higher law, "the Laws of Nature and of Nature's God."

Note that the Declaration states that rights are endowed to humans by God and that rights are unalienable (can't be given or taken away). While the signers were well aware that governments can and do unjustly interfere with peoples' full exercise or enjoyment of rights, they attest that governments are not the source or bestowers of rights. To the contrary, governments are to be "instituted among men" in order "to *secure* rights" endowed by the Creator.

Bill of Indictment

By far the longest section of the document, this passage serves two purposes in its list of all abuses by England against the colonies: First, the world is shown how the rights of colonists had been violated; second, the focus of blame is placed squarely at the door of George III (students should note the repeated use of the pronoun *he*). According to the British constitution, the monarch is ultimately responsible for the acts of government. Even acts of Parliament are described as acts of the Crown-in-Parliament. Prior to the Declaration, however, colonists' grievances had been ascribed to Parliament and agents of the king.

Proclamation

The final paragraph not only proclaims the independence of the former colonies but also asserts the rightness of it. The key passage begins with the words "That these United Colonies are, and of Right ought to be free and Independent States. . . ."

Freedom often comes only at a high price. The seriousness and conviction of the signers' pledge, and subsequent events during and after the war, reveal the extent of their devotion to their stated cause.

Beyond announcing the separation, the Declaration's broad purpose was to convince other nations to recognize the new United States. Instead of appealing to the laws of a particular nation, the signers appeal to the "laws of nations," a term often used interchangeably with "universal laws" or "natural laws."

Various historians and political scientists have noted a clear attempt by the signers to court the favor of France by using language congenial to *les Philosophes* (e.g., references to nature, an implied appeal to reason, the denunciation of tyranny); it would have been counterproductive to appeal to the French for assistance on the grounds of English rights, since the French were disdainful of the English. "In March, 1776, Silas Deane had been sent to France to seek help. The adoption of the Declaration of Independence greatly aided his efforts. France was glad to aid in the breakup of the empire of her great rival."[4]

The selection of Francophile Thomas Jefferson as principal author of the Declaration may well have been the most felicitous decision of the Continental Congress, a body steeped in Blackstone and English constitutional history.

The Declaration blends political motives with both pragmatic and abstract convictions. On the practical side, the Declaration was a means of the moment. The signers had suffered real grievances and had sought redress, but to no avail; security in laws and liberties could no longer be assured from the arbitrary Crown-in-Parliament. Consequently, the signers settled on separation. In wording their separation as a declaration with a list of grievances, the signers had three main purposes: to declare independence and the reasons for it; to seek recognition as an independent nation among other "powers of the earth"; and to court favorable assistance from France for the war already heating up.

But the abstract and philosophic elements in the Declaration also have had enduring consequences. The signers put

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[4] Homer Carey Hockett and Arthur M. Schlesinger, *Land of the Free*. New York: Macmillan, 1944, p. 50.

Th Jefferson

their names to a document which proclaimed a humanity endowed with rights higher than mere political laws and which accepted moral laws as part of the nature of human existence. They set forth goals to be sought within a societal framework founded upon the consent of the governed. These ideas still reverberate throughout the modern world.

As a culminating activity, students collaborate to fill in the "American Declaration of Independence" column for the comparison chart discussed earlier in this section (Figure II-6). The study of the U.S. Constitution as a summation of democratic principles (the sixth topic for the unit) allows for the completion of the entire chart.

A different approach to studying the Declaration may be found in Steven Tigner's teacher's manual, *The Declaration of Independence: A Manual for Teachers*, which uses as a point of departure the picture on the back of the two-dollar bill (a version of John Trumbull's painting *Declaration of Independence*). Although Tigner's approach does not emphasize the natural law context called for in the *Framework*, it helps students use visual imagery as one principal means of studying the Declaration itself. Tigner outlines teaching procedures for three different grade levels, allowing teachers options for adapting the lesson to students of varying abilities. Tigner's manual, as well as his helpful background essay, is cited in the "General Resources—Declaration of Independence." An art print for Trumbull's painting is cited in the "Visual and Performing Arts Resources"; the visual approach can be helpful for some LEP and Chapter 1 students.

Students frequently ask whether the phrase "all men are created equal" in the Declaration refers only to males, particularly white or British males. Though some writers advance this interpretation, most scholars believe that the phrase is an abstract, philosophical statement in which the word *men* refers to the species, i.e., humankind. Students first consider the phrase's roots in natural rights philosophy:

> It was not that all men were equally intelligent, equally virtuous, equally deserving of rewards and punishment. But they deserved to be measured and judged by the same equal standard; and whether they were slow of wit, or swift, they deserved to be governed only with their own consent. . . . [The claim arises] from nature, from the things that endearingly separated human beings from animals; and hence the universal sweep of those rights: those rights

> would be the same in all places, where human nature remained the same and human beings were still distinguishable from animals. That sense of "human nature" identified what was human by marking off the differences that separated human things from the things that were either superhuman or subhuman. And so the reasoning ran in this way: that no man was by nature the ruler of other men in the way that God was, by nature, the ruler of men, and men were, by nature, the ruler of dogs, horses, or monkeys.[5]

Students should also consider Jefferson's inclusion of a paragraph condemning George III for having promoted the slave trade in the colonies. Jefferson had written "He has waged cruel war against human nature itself, violating the most sacred rights of life and liberty. . . . Determined to keep open a market where MEN should be bought and sold" (Jefferson's emphasis). This passage was deleted by the Congress of Representatives, Jefferson later wrote, partly out of "complaisance to South Carolina and Georgia, who had never attempted to restrain the importation of slaves, and who on the contrary still wished to continue it."[6]

Though congressional preoccupation with the impending separation and the British military presence in the colonies precluded discussion of the slavery issue, Jefferson's generic use of *men* at least suggests that its appearance in the Declaration did not imply only white, upper-class, Anglo-Saxon, Protestant males. One historian has waggishly observed that if "all men" had carried this meaning, then when signers proclaimed the right of all men everywhere to be governed by their own consent, they were really proclaiming the right of all men everywhere to be British. "That notion would have made a fine aria in a Gilbert and Sullivan operetta, but it hardly made sense of what the Founders were saying."[7]

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[5] Hadley Arkes, *First Things: An Inquiry into the First Principles of Morals and Justice*. Princeton, N.J.: Princeton University Press, 1986, p. 34. Mr. Arkes is a professor of jurisprudence at Amherst College.

[6] *Thomas Jefferson: Writings*. Edited by Merrill D. Peterson. New York: Library of America, 1984, pp. 18 and 22.

[7] Harry Jaffa, "The Meaning of Equality," in *Crisis of the House Divided*. Chicago: University of Chicago Press, 1985, pp. 317–318.

Through the study of natural law philosophy and the American founding, students have an opportunity to connect with past learnings, including those listed in the first four topics for this unit. As Russell Kirk observes, "Whether the signers of the Declaration understood clearly what was meant by natural law, or could have agreed upon any clear definition of that term, has been inconclusively discussed. Yet the general appeal to natural law runs back to the principles of Cicero (sometimes mentioned by Jefferson) and of the medieval Schoolmen; . . . and especially [the claims] of the Whig Parliaments of the seventeenth century." (From Russell Kirk's *The Roots of American Order*, p. 403. See "General Resources—Declaration of Independence.") Students learn that during the seventeenth and eighteenth centuries writers frequently used the terms *man* and *men* to refer to all humanity. Pope's *Essay on Man* is one notable example. David Hume's *Political Discourse* provides another: "There is in all men, male or female, a desire and power of generation more active than is ever universally exerted." Such usage, by no means limited to the era of the American founding, is evident in the Declaration.

The Declaration is sometimes scorned because its lofty words were powerless to immediately secure unalienable rights for all Americans, but this criticism also has its limits: The securing of rights was no more immediate than the securing of independence from Britain, which was won only after years of bloody and devastating war. Never intended to possess the same force as law, the Declaration articulates the aspirations that motivate the securing and preservation of rights and liberties.

Teachers and students are referred to the materials listed in the "General Resources—Declaration of Independence" for a range of resources relating to these and other issues, including the historical roots of the Declaration itself.

Extended and Correlated Activities

Using computer technology, students create a newspaper that includes news stories, editorials, letters to the editor, and feature stories relating to the French Revolution. This could be employed as a culminating activity for several units of study throughout the year. At the end of the year, students retrieve the best features and reassemble them into a news magazine format.

The geographic concept of urban morphology (the physical form of a city, consisting of street patterns, building sizes and shapes, architecture, and density) and the social patterns within a city (e.g., neighborhoods occupied by elite, lower classes, Jews, or Christians) offer excellent opportunities to study historical periods in light of important cities (see Appendix II-5).

The urban morphology of medieval settlements was characterized by three major structures: the wall, the marketplace, and the cathedral. At the time of the French Revolution, urban morphology gradually evolved into the baroque design typical of many nineteenth-century cities, with wide boulevards, statues and fountains, and monuments.

Students choose a specific city and a point of time covered by the unit (1700–1825) for which they may wish to recreate a map or three-dimensional reconstruction or to research historical maps of the city. Students use the symbols of major cities explained in their textbook (e.g., empty circle, dot, circled star). They explain how the physical geography of an area influences a city's design. What may be learned about social and political history from studying a city's morphology? See Appendix II-5 for a morphological discussion of Paris at the time of Napoleon.

Teachers may also assign the following activities to engage students in a deeper understanding of the French Revolution:

- Rewrite, dramatize, or illustrate the Declaration of the Rights of Man and of the Citizen.
- Write a position statement on whether or not Napoleon's rise to power furthered or obstructed the ideals of the Revolution.
- Compare the impact of the words and the music of the "Marseillaise" on French people then and on people today.
- Consider the meaning of the terms *liberty*, *equality*, and *fraternity* from the perspectives of, say, Count of Artois, Madame Roland, Robespierre, a member of the Directory, or Napoleon. How would each define those terms?
- Keep a dialectical journal of any primary source readings studied in connection with the Revolution. Students divide a sheet of paper in half vertically. On the left side they summarize each reading; on the right they write personal questions or reflections. The writing of comments aids students' participation in class discussion by allowing them to be less fearful of asking questions about unclear passages.
- Use maps to trace the spread of revolutionary ideas during Napoleon's time and later.
- Create a readers' theater script from excerpts of Charles Dickens's *A Tale of Two Cities*, Victor Hugo's *Les Miserables*, Baroness Orczy's *The Scarlet Pimpernel*, and Anatole France's *The Gods Are Athirst*. This activity may be correlated with speech or theater classes, and primary source material may be used as well. (Some students may prefer to write a script from one work rather than to create a composite from several works. Others may deliver a short oral report on related literature read outside of class.)
- Select a significant event in the French Revolution, and draw a political cartoon which uses symbols of the time period. Express the point of view of a member of the First, Second, and Third Estates.
- Interpret visual images of the American Revolution, both pro-American and pro-British. Compare and contrast the symbols and the artist's perspectives.
- Make a list of symbols used by our government today to help shape American views and opinions about our nation and the ideals for which it stands. Compare and contrast these with symbols of the French Revolution.

Later in the semester, when students study the caste system of India (Unit IV), they may compare and contrast the systems of estates in pre-Revolutionary France with the Indian caste system. Are there other cultures with clearly defined social classes? What causes these distinctions to be so well defined?

Students take a walking tour of the community or view a slide show of the community if a walking tour is not possible. (For the walking tour, students may use Kit Salter's "O, SAE, Can You See." This method of investigating a site—based on "Observation, Speculation, Analysis, and Evaluation"—is a valuable inquiry tool for a variety of situations.[8])

Students look for topographic features that have influenced the urban landscape. Downtown, students identify the marketplace area, religious centers, and areas set aside for public gatherings. Are these sites still in their original locations? Student teams are responsible for mapping a one-block area and identifying present occupants. When they display their maps side by side, the end product is a strip map showing a long section of city street. Students also may compare their maps with historical maps of the street. How has the availability of more efficient modes of transportation altered the acquisition of basic goods, services, and information?

This pattern may be compared to patterns of urbanization in pre-revolutionary Paris. How did cities foster the exchange of revolutionary ideas? As an extension, invite a local historian and/or geographer to the classroom to discuss the changes that have taken place over the years.

The dramas of Pierre Augustin Caron de Beaumarchais (1732–1799) notably reflected the rise of democratic ideas. While his shrewd and pleasant comedies *The Barber of Seville* and *The Marriage of Figaro* are both still played today, it is the latter that claims the distinction of being one of the few plays to actually advance revolutionary ideas.

A study of *The Marriage of Figaro* reveals bitter sentiments that were widely current at the time, though somewhat suppressed in the script. Beaumarchais depicts the aristocracy as arrogant and morally feeble, in contrast to the hardy, rising common folk. Much of the skeptical humor is conveyed by the famous character of

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[8] Kit Salter, "How to Read a City: A Geographic Perspective," *The Magazine of History*, Vol. 5, No. 2, pp. 68–71.

Figaro, servant to the shifty count. References to a decadent nobility were so abundant in the play that for nearly five years Beaumarchais could not get permission from the king's censors to stage it. It was a sign of changing times that the playwright was finally able to win the right of production despite royal displeasure. When the play finally opened on April 27, 1784, at the official Théatre Français in Paris, it played to crowded houses for over 60 performances, a long run for the time.

Though the action of the play is set in Spain, no one was deceived. The playwright's satirical thrusts were so well aimed that the premiere audience was provoked to near riot and the doors of the theater were smashed. As theater historian Sheldon Cheney observed, "The spirit was already abroad that would find climax in the storming of the Bastille and in considerable reflected violence within the walls of the great national playhouse."[9]

Napoleon was more blunt. It was, he said, the revolution already in action. Nine months after the Paris opening, Joseph II stymied its production in German at Vienna.

The Marriage of Figaro is noteworthy for its historical and social significance. Though certain situations and sexual allusions restrict the study of some scenes in schools, a moral undertone is readily evident: The dissolutions and hypocrisy of the nobility are held to ridicule, marital fidelity and forgiveness are seen as norms, and some humorous misunderstandings are due to hasty conclusions and mistrust.

Beaumarchais himself is worthy of study for some of his professional principles and ideas of liberty. "He insisted upon an author's right to have a say about casting, thus crossing no end of favorites, as well as a number of powerful protectors, and he even wrote out detailed stage directions for the production of his plays, a proceeding theretofore unheard of. In refusing to be cheated out of his royalties . . . he made a stand that ultimately led to those author-guilds that today guard the dramatist so effectively from pirating and exploitation."[10]

A watchmaker by trade, Beaumarchais served in the French court and undertook secret diplomatic missions. He was pivotal in arranging aid to American colonies during the War for Independence, meeting with American diplomat Silas Deane in 1776 and facilitating shipment of military supplies. It is a noteworthy coincidence, in light of Beaumarchais's democratic activism, that the years of his birth and death coincide exactly with those of George Washington.

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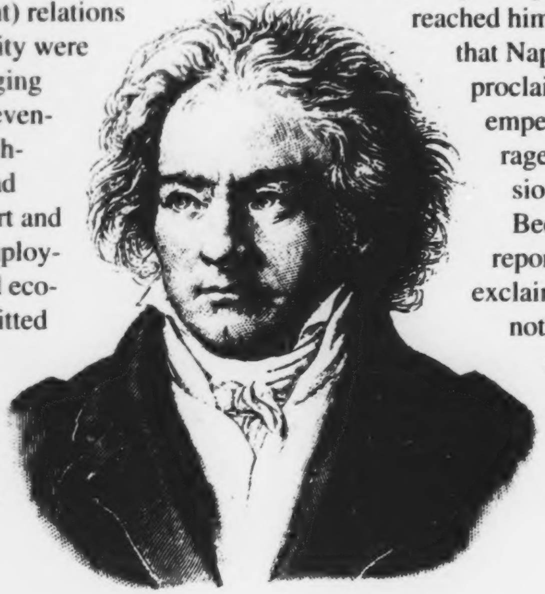
[9] Sheldon Cheney, *The Theatre: Three Thousand Years of Drama, Acting, and Stagecraft.* New York: Longmans, Green and Co., 1929, p. 384.

[10] Cheney, *The Theatre*, p. 383.

Mozart's famous operatic version of the play (*Le Nozze di Figaro*, 1786) remains one of the staples of musical theater. If study of the play is correlated with language arts or theater classes, selected arias or scenes from the opera may be played in general music classes. Translations of the play and recordings of the opera are listed in the "Visual and Performing Arts Resources."

Perhaps no European musician better exemplifies the rise of democratic ideals than Ludwig van Beethoven (1770–1827). Born in what is now Germany, the composer spent most of his professional years in Vienna, Austria, where his comparatively familiar (sometimes irreverent) relations with royalty or nobility were signs of newly emerging attitudes. Whereas seventeenth- and eighteenth-century musicians had relied mainly on court and church for steady employment, new social and economic changes permitted composers wider options, including publications, commissions, and public concerts. Concert halls themselves were signs of change, since "high art" was becoming less the exclusive property of an ornamented court and more a popular recreation for both upper and middle classes as well. In fact, Beethoven's early symphonic works caused aristocratic consternation because of their purposeful appeal to the new audiences.

Representative of Beethoven's convictions regarding liberty and despotism is his Third Symphony (*Eroica* or "Heroic" symphony), the first of his symphonies to have specific, extra-musical associations. Beethoven had intended to subtitle this work "the Bonaparte symphony," since he regarded Napoleon as a hero who had overthrown the tyranny of *l'ancien régime*. He even had written out a dedicatory title page when news reached him in May, 1804, that Napoleon had proclaimed himself emperor. In a fit of rage and disillusionment, Beethoven is reported to have exclaimed, "Is he, too, nothing more than an ordinary man? Now he, too, will trample on all human rights!"



In a surviving manuscript copy of the symphony, written in Beethoven's own hand, one can see that Napoleon's name on the title page is so heavily deleted that there is a hole in the paper.

By the time the work was published the following year, Vienna was occupied by Napoleon's armies, 30,000 Austrian troops had been killed in the Battle of Austerlitz, and Napoleon had forced a peace treaty with the emperor. Significantly, the published title page of the work simply states that the symphony had been composed "to celebrate the memory of a great man."

Heroism is portrayed in the symphony in various ways. Since, to Beethoven, a hero was larger than life, the length of the work is superhuman, the longest symphony written up to that time. "In the first movement it is the gigantic development section in the middle of the movement that best portrays the hero, as it builds up to a climax of ferocious discords, followed by a desolate theme in the woodwind and ultimately the triumphant return of the main theme. The second movement, *Marcia funebre*, alternates between minor and major—between mournful melancholy and noble pathos. In the third movement, a scherzo and trio, the heroic element appears most clearly in the trio, where a theme of uncommon boldness is played on three horns instead of the usual two, giving a much fuller sound."[11]

The final movement, traditionally of a lighter mood and texture, is much weightier in the *Eroica*. Its stormy opening is followed by a lengthy, contrapuntal development which culminates in the addition of a tune borrowed from Beethoven's *Prometheus* ballet, again emphasizing the heroic theme. The grandeur of the work's concluding bars is fitting for a celebration of heroism.

Students can become familiar with the background of the *Eroica*'s creation, its general character, and at least part of the first movement. In music classes, students may study how several of the symphony's main themes are based on notes of the tonic chord, the most fundamental harmonic unit in a given key. Beethoven's use of this device, in light of the heroic subject matter, may be intended to suggest such attributes as forthrightness, self-possession, assurance, fortitude, or attainment, depending on the musical context.

Students should notice how quickly Beethoven establishes a sense of boldness and impending conflict. An exclamation of two short, startlingly dramatic chords begins the work; the principal theme, outlining the tonic chord, follows instantly but is diverted by an unexpected chromatic descent on the ninth and tenth notes of the melody. Deceptively simple, the effectiveness of these few bars is characteristic of the imagination and technical craftsmanship synthesized in the entire work.

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[11] Barry Cooper, in liner notes to the recording *Ludwig van Beethoven: Symphony No. 3 in E-Flat Major, Opus 55,* Academy of Ancient Music, Christopher Hogwood. L'Oiseau Lyre Recordings, catalogue no. 417 235-1. Polygram Classics, New York, distributor.

For student research and reporting, Wendy Thompson's *Ludwig van Beethoven* (see "Visual and Performing Arts Resources") is recommended for its engrossing narrative, attractive layout and illustrations, and attention to historical and cultural background. Interested students also may report on Beethoven's *Fidelio*, retelling its plot as a reflection of the Napoleonic era, and on the ecstatic "Ode to Joy" from the Ninth Symphony. Cultural geography can be emphasized when students report on nineteenth-century Vienna as a capital of music and culture.

Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that writers of the *Course Models* suggest as essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies.

Resources for the Sample Topic

**Benedict, Kitty C. *The Fall of the Bastille. Turning Points in World History* series. Englewood Cliffs, N.J.: Silver Burdett, 1991. This book's strong, story-like narrative and its illustrative prints, sketches, and historical cartoons are captivating qualities for many students. Benedict explores the roots of the French Revolution, the ideas that preceded it, and its far-reaching influence. A brief, well-selected bibliography of books for further reading is helpful.

Bernier, Olivier. *Words of Fire, Deeds of Blood.* Boston: Little, Brown, 1989. Bernier's authentic historical novel is an insightful and impassioned recounting of the events that signaled the birth of modern France and the modern world.

Blanc, Olivier. *Last Letters, Prisons and Prisoners of the French Revolution, 1793–1794.* Translated by Alan Sheridan. New York: Farrar, Straus and Giroux (Michael di Capua Books), 1987. Blanc's book is a selection of farewell letters that were intercepted by officials. Two hundred years later, the author found them in the public prosecutor's files in the Archives Nationales. The letters convey to families and friends last thoughts, such as "Farewell, my brother, tomorrow I shall be no more. . . . The peace of my heart is a sure sign of my innocence. . . . The Tribunal has decided that I am guilty and must die. Die! At thirty-six on the scaffold. It is a terrible, unbearable, idea."

Burke, Edmund. *Reflections on the Revolution in France*. Various publishers and dates. Burke's work is a classic comment on the philosophical and political aspects of the French Revolution. Burke's famous phrase "To be possessed, liberty must be limited" flew in the face of French radicals whose objectives were unlimited. Burke's view later found kinship with that of Dostoevsky, who said, "To begin with unlimited liberty is to end with unlimited despotism." Teachers and serious students will gain insight from reading this work. *Further Reflections on the Revolution in France* (Liberty Press, 1992) is scholar Daniel E. Ritchie's compilation of seven pamphlets Burke wrote that clarify, extend, and elaborate on views set forth in the first *Reflections*. Particularly noteworthy are Burke's critique of Rousseau and his defense of the English and American Revolutions. Ritchie's collection is available in hardbound and paperbound editions from the publisher, (800) 955-8335.

Carroll, Bob. *Napoleon Bonaparte*. *The Importance Of* series. San Diego, Calif.: Lucent Books, 1993. Napoleon believed that destiny and circumstances ruled his life. This shrewd and confident military strategist began as an obscure man with few prospects and became the emperor of France. Useful research tools in the book include photographs, primary source quotations, chronologies, bibliographies, and footnotes.

Delderfield, R. F. *Farewell, the Tranquil Mind*. New York: Pocket Books, 1973. The author of this novel of the French Revolution was a historian-turned-novelist who has been compared to Charles Dickens. He tells a story populated by fictional but believable characters and supported by such historical figures as Danton, Marat, Louis XVI, and Tom Paine. Also by Delderfield is *Seven Men of Gascony*, about seven French soldiers during the Napoleonic wars, and *Too Few for Drums*, about a squad of British soldiers trapped behind French lines. Although out of print, these books may be available in libraries.

d'Estaing, Valery Giscard. *French Democracy*. Garden City, N.Y.: Doubleday, 1977. The author, a world leader and former president of France, tells what he was planning for his country and his people. He asserts that ideologies such as Marxism and a collectivist concept of social organization cannot cope with the new problems that progress has brought to France. Although this book is out of print, it is available in some libraries.

Dickens, Charles. *A Tale of Two Cities*. Various editions. This is perhaps the best-known novel associated with the French Revolution. The cast of characters includes both French and English protagonists. Dickens vividly portrays Madame DeFarge knitting while the guillotine dispatches revolutionary victims.

The Era of the French Revolution: Ten Years That Shook the World. Edited by Leo Gershoy. Malabar, Fla.: Krieger Publishing, 1957 (reprinted 1984). One of the *Anvil* series, this book may be one of the best one-volume paperback references available for teachers: a concise but detailed interpretation of the various phases of the Revolution, followed by a dozen primary source readings specifically cited in Gershoy's interpretation. Primary sources include a good sampling from newspapers, diaries, and similar contemporary sources, along with official decrees and documents, so that readers gain a greater sense of immediacy.

**European Women: A Documentary History, 1789–1945*. Edited by Eleanor S. Riemer and John C. Fout. New York: Schocken, 1980. Teachers should refer to page 62 of this collection for an abridged version of Olympe de Gouges's "Declaration of the Rights of Woman and of the Female Citizen."

*France, Anatole. *The Gods Are Athirst*. Translated by Mrs. Wilfred Jackson, 1913. Reprint, Amawalk, N.Y.: Amereon House, n.d. This historical novel, set during the French Revolution, relays the story of Evariste Gamelin, artist and political zealot who himself falls victim to the Reign of Terror. The novel is within the reading ability of most high school students, and it reads aloud well. Though no paperback edition is currently available, such a version is intermittently issued by various firms. Amereon's handsome hardback edition may be used for reading aloud until a paperback edition permits purchase of class sets.

The French Revolution. *Jackdaw Kit* series. Amawalk, N.Y.: Jackdaw Publications, n.d. A "jackdaw" is described by the publisher as a set of instructional materials emphasizing the use of primary source documents, some of them in facsimile. In addition to six documents and four broadsheet essays, this kit includes comprehensive notes, critical-thinking questions, and a study guide. Robert Lacey served as historian for this classroom resource. The set, number M-147 in the series, is available from social studies supply houses.

The French Revolution: Conflict or Continuity? Edited by Steven T. Ross. Malabar, Fla.: Robert E. Krieger Publishing, 1978. The topics of the essays in this collection include the origins of the Revolution; popular movements; the difference between patriotism and fanaticism; the views of the Directory, the regime that ruled France from 1795 to 1799; and the international impact of the Revolution.

Gentz, Friedrich von. *The Origins and Principles of the American Revolution, Compared with the Origin and Principles of the French Revolution*. (Reprint, 1977). Edited by Richard Loss. School Facsimiles. Gentz made a classic and authoritative comparative study of the two major revolutions of the 1700s, in which he belies the easy and superficial notion that both revolutions sought the same objectives. Gentz's essay on the same topic, *The French and American Revolutions Compared*, is available from St. Thomas Press. AMS Press has reprinted his *On the State of Europe Before and After the French Revolution*, also suggested for teachers. (Contact the former publisher at (713) 666-3111; the latter at (212) 777-4700.) The author's name sometimes appears in card catalogs as Von Gentz.

Guizot, Monsieur. *Democracy in France, January, 1849*. New York: Howard Fertig, 1974. Guizot believes that the idolatry of democracy undermines and destroys governments and their liberties, dignity, and happiness. He says that this is the sovereign and universal word which all parties invoke—the monarchists, the republicans, the socialists, and the communists. Those who worship democracy with the greatest ostentation and to the extremist limits believe themselves to be stronger than the rest of the world—"a fatal idea, which incessantly excites and foments social war amongst us!" Although this book is out of print, it is available in some libraries.

*Harris, Nathaniel. *Napoleon*. London, U.K.: B. T. Batsford, 1989. Part of the *Reputations* series, this short, but lively book discusses Napoleon as a historical figure. Using mostly primary sources, the author has created a thorough and interesting portrayal of a man who ruled his country and Europe. This book does a fine job of detailing the Napoleonic Code, Napoleon's plebiscites, and other hallmarks of his regime.

Hugo, Victor. *Les Miserables*. Various editions. Out of desperation, a man steals a loaf of bread to feed his family; he is caught and serves 19 years in the galleys. Upon his release, a series of circumstances leads to the improvement of his personal fortunes until he becomes a very rich man. The episodes, characters, and customs of Hugo's story occupy a vast canvas that represents French society from the late Napoleonic period to the revolutions of 1830.

I Will Not Bow My Head: Documenting Women's Resistance in World History. Edited by Lyn Reese. Berkeley, Calif.: Women in the World Curriculum Resources, 1994. Over 60 primary sources in this collection reveal defiant or resistant voices from diverse historical periods and cultures. Background information, follow-up questions, activity suggestions, and illustrations are included. This one-volume collection is one of the most useful resources for high school grade levels.

Orczy, Baroness. *The Scarlet Pimpernel*. Various editions. The plot of this novel concerns a seemingly foppish Englishman, known to French revolutionary officials as the Scarlet Pimpernel, who rescues innocent Frenchmen from unjust execution during the Reign of Terror. The continued popularity of this historical romance is due to its well-plotted suspense, engaging main character, and historical background. A good black-and-white film version made during the 1930s starred Leslie Howard and is currently available in videocassette format. The reading of this novel may be correlated with language arts classes.

Tocqueville, Alexis de. *On Democracy, Revolution, and Society*. Edited by John Stone and Stephen Mennell. Chicago: The University of Chicago Press, 1980. Stone and Mennell have brought together a collection of de Tocqueville's penetrating insights and analyses—excerpts from *Democracy in America* and *The Ancient Regime and the French Revolution*, as well as excerpts from his extensive correspondence, notebooks, the *Recollections*, and the government

reports and newspaper articles that he wrote while a member of France's Chamber of Deputies.

Vovelle, Michel. *The Fall of the French Monarchy, 1787–1792*. London: Cambridge University Press, 1984. Considered a standard text on the Revolution, its origins, and the dramatic events leading to the downfall of the monarchy, this book emphasizes social history and perceptions of the Revolution, not just in Paris but throughout all regions of France.

**Women in Revolutionary Paris, 1789–1795*. Edited by Darlene Gay Levy, H. Applewhite, and M. Johnson. Urbana: University of Illinois Press, 1979. This collection of source material includes the "Petition of Women of the Third Estate to the King"; "Specific Grievances of the Merchant Flower Sellers to the City and Faubourgs of Paris"; and Chaumette's statement barring women from sessions of the Paris Commune. This is an especially good resource for the sample topic.

**Women, the Family, and Freedom: The Debate in Documents*, Vol. I. Edited by Susan Groog Bell and Karen M. Offen. Stanford, Calif.: Stanford University Press, 1983. During the French Revolution, Etta Palm d'Aelders proposed a network of women's clubs as a means of improving society. This collection includes the transcript of her appeal to the legislative assembly. Included also is Olympe de Gouges's "Declaration of the Rights of Woman and of the Female Citizen." Volume two of this series offers primary source material from the years 1880–1950.

The World Atlas of Revolutions. Edited by Andrew Wheatcroft. New York: Simon and Schuster, 1980. Currently out of print, Wheatcroft's unusual book of geographic history may be obtained through university and public libraries.

General Resources

Boulding, Elise. *The Underside of History: A View of Women Through Time*. Boulder, Colo.: Westview Press, 1976. Out of print, Boulding's feminist study focuses mainly on Western history, but she gives an informative, sidelong glance at the Eastern Hemisphere as well. The book is obtainable from university libraries.

**Civitas: A Framework for Civic Education*. Edited by Charles N. Quigley, John H. Buchanan, Jr., and Charles F. Bahmueller. Calabasas, Calif.: Center for Civic Education, 1991. This is one of the most comprehensive and extraordinarily useful resources available to teachers. Its outline format in presenting every conceivable aspect of democratic education (historical, contemporary, conceptual, participatory) lends itself to multiple uses at the high school level: as a quick reference, a source of outlines for teacher or student presentations, a source of supplementary readings for students, and a point of reference for planning units of study. For purchasing information, telephone (800) 683-0812.

Clavell, James. *The Children's Story*. New York: Dell, 1989. This is a short story in which the subtleties of thought control are examined within the context of an elementary school classroom. The story provides an opportunity to discuss the

methods of indoctrination and to explore the concept of *freedom*.

*Danzer, Gerald A., and Mark Newman. *Slices of Time: The U.S. Constitution in Global Perspective*. Chicago: The World History Project, 1990. This teacher's resource uses 21 primary source excerpts. The teaching ideas are practical, and handouts may be copied for students. Contact the publisher at University of Illinois at Chicago (M/C 198), Box 4348, Chicago, IL 60680, (312) 996-3141.

Huxley, Aldous. *Brave New World*. Various editions and dates. Harper & Row, Buccaneer Books, and other firms continue to make this 1932 novel available to readers. Huxley's classic, like George Orwell's *1984*, is one of the most influential futuristic satires ever written. Set in the year 632 A.F. (after Ford), it paints a grim picture of a world Huxley believed was already on the horizon, thanks to modern scientific and social developments. Human embryos are developed in bottles and conditioned to passivity and collectivism. A "savage" found in New Mexico believes in spirituality and moral choice and finds the new regime intolerable. The tragic ending provokes thought and discussion; students gain insight into the need for liberty and morally responsible individualism against the possibility of a Muzak-cushioned, "high-tech" world oligarchy.

Jordan, Terry G.; Mona Domosh; and Lester Rowntree. *The Human Mosaic: A Thematic Introduction to Cultural Geography* (Sixth edition). New York: HarperCollins (College Division), 1994. Illustrating their book with beautiful photographs and historical maps and drawings, the authors offer one of the best discussions of cultural geography available. Used mainly as a college textbook, this work is useful for teachers and serious tenth grade students. Germane to this unit is the chapter titled "The City in Time and Space," with its insightful discussion of the evolution of urban landscapes during different eras of history.

Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire. Los Angeles: University of California, The National Center for History in the Schools, 1992. In addition to thoughtful essays on the rationale and pedagogy of history instruction, this work discusses the major topics, themes, and habits of mind students should develop and teachers should address. Content for world and U.S. history is set forth in a clear, motivational style. Each high school history–social science department should own at least one copy of this publication. While traditional topics such as the French Revolution and World War I are discussed, "The World in the Contemporary Era" (pp. 287–311) offers valuable help for tenth grade teachers planning instruction for the second semester of the course. Contact the publisher at (310) 825-4702 for purchasing information.

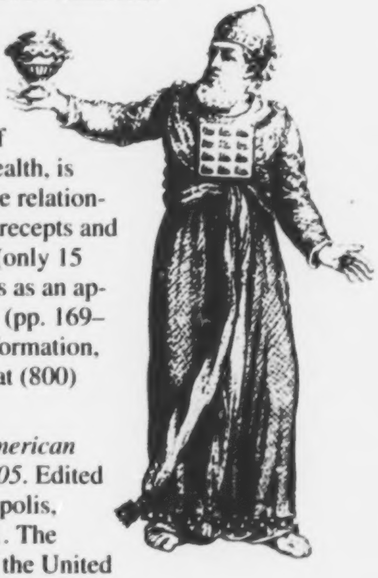
Gagnon, Paul. *Democracy's Untold Story: What World History Textbooks Neglect*. EDUCATION FOR DEMOCRACY PROJECT. Washington, D.C.: American Federation of Teachers, 1987. The broad scope of world history topics can present organizational challenges to teachers. What topics do students most need to study if they are to become wise and participating citizens? What are the high roads and pitfalls they need to understand from history? Chapters 7–17 of this handy book help tenth grade teachers to prioritize topics so that students gain vital insights. It is strongly recommended as background reading and as a companion book for teachers. For purchasing information, contact the publisher at (202) 879-4575.

Judeo-Christian Influence

The Bible. Various versions and translations. Readable translations of the Christian Bible include (but are not limited to) the New International Version, the New King James Version, and the Modern Language Bible (New Berkeley Version). *Tanakh: The Holy Scriptures* (Philadelphia: The Jewish Publication Society, 1985) has proven to be an accessible translation of the Hebrew Bible for students. It is strongly recommended that translations rather than paraphrases be used in history classes.

Hart, Benjamin. *Faith and Freedom: The Christian Roots of American Liberty.* Dallas, Tex.: Lewis and Stanley, 1988. The influence of Judeo-Christian principles on American life and institutions travels a line of descendency that includes John Wycliffe, John Winthrop, John Locke, and numerous others. Hart, a professing Christian, disputes the theses of such writers as Charles Beard and Garry Wills and offers an engrossing survey blending history, religious viewpoints, and contemporary politics. Hart's advocacy of a clear separation between church and state ("Statecraft is not soulcraft") does not keep him from stressing the importance of spirituality in public life. His bibliography would be helpful to anyone researching this topic.

Madison, James. "A Memorial and Remonstrance," in *How Does the Constitution Protect Religious Freedom?* Edited by Robert A. Goldwin and Art Kaufman. Washington, D.C.: American Enterprise Institute (AEI) Press, 1987. This classic essay, written in 1785 and addressed to the General Assembly of the Virginia Commonwealth, is excellent for studying the relationship between religious precepts and civil society. The essay (only 15 paragraphs long) appears as an appendix in the cited work (pp. 169–175). For purchasing information, telephone the publisher at (800) 937-5557.



Political Sermons of the American Founding Era, 1730–1805. Edited by Ellis Sandoz. Indianapolis, Ind.: Liberty Press, 1991. The early political culture of the United States was deeply rooted in the core religious consciousness articulated primarily by preachers. It was through the pulpit that the rhetoric of the American Revolution was formed, refined, and transmitted. This collection fills a need regarding studies of the American founding. An admiring reviewer for the Huntington Library described Sandoz's work as "one of the most useful collections of sources available." A helpful introduction and biographical sketch are given for each of the 55 sermons and their authors. The book is recommended for study by teachers and serious students. For purchasing information telephone the publisher at (800) 955-8335.

Reichley, James. *Religion in American Public Life.* Washington, D.C.: Brookings Institution, 1985. The author examines the historical and social impact of religion in the United States. Some material in Reichley's book supports the thesis that ancient Greece, the archetype of civil humanist polity, ultimately fell apart because of the absence of a spiritual bond.

Washington, George. "Farewell Address." Boston: Old South Meeting House, n.d. The venerable statesman articulates the common belief that religion is essential to the welfare of the state. Paragraphs 26 and 27 may be excerpted as a prompt for writing or discussion on the role of religion in civil society. The Old South Meeting House publishes primary sources in leaflet format, making important documents affordable to many individuals and classrooms. For a list of titles available, contact the Old South Meeting House, 310 Washington Street, Boston, MA 02108, (617) 482-6439.

World Religions in America: An Introduction. Edited by Jacob Neusner. Louisville, Ky.: The Westminster/John Knox Press, 1994. Neusner, Distinguished Research Professor of Religious Studies at the University of South Florida, has commissioned 14 essays on diverse religions in the United States today. Each essay is written by an expert on an assigned topic, and some essays address ethnic and gender issues. Readers come away with a better understanding of the history and impact of religious influences.

Greece and Rome

Aristotle. *Politics.* Various editions and publishers. Aristotle, the great philosopher, espouses his views on political structures and institutions. His basic belief, as laid down in this classic text, is that a government should be based on binding, coded laws and that its major role is to ensure the happiness of its people. Aristotle's works are difficult, as Mortimer Adler points out in his book *Aristotle for Everybody: Difficult Thought Made Easy*: "Even in the best translations, much of what is said remains obscure. The translators use many words that are unfamiliar . . . [and] Aristotle himself used words . . . [to which] he gave special meanings." Aristotle's works are suggested here for teachers' reading and study; teachers may then explain Aristotle's views to students.

Boardman, John; Jasper Griffin; and Oswyn Murray. *The Roman World.* New York: Oxford University Press, 1986. *The Roman World* and its companion volume, *Greece and the Hellenistic World*, are available separately in paperback or together in hardback under the title *The Oxford History of the Classical World.* Both books are good starting points for teachers who seek background readings about ancient history for this unit. See also the later Hooper entry.

Cicero, Marcus Tullius. Various works. "True law is right reason in agreement with Nature. It is of universal application, unchanging and everlasting." So wrote the Roman leader whose writings on natural law constitute one of the most thoroughly developed positions on that subject, one that influenced Thomas Jefferson and other American founders. Teachers of world history should be familiar with Cicero's writings. Cicero's letters, writings, and orations have been translated and published in numerous editions, both in hard and soft binding. Public and university libraries and large trade bookstores will carry such works as *On Duties*, *The Republic*, and *The Laws*.

*Hooper, Finley. *Greek Realities* and *Roman Realities*. Detroit: Wayne State University Press, 1979. The author of these companion books writes clearly and enthusiastically, commanding the reader's attention. For teachers who want an engaging overview for their own study, Hooper's books offer a good beginning. The author's emphasis on people rather than concepts results in intellectual portraiture that is at once appealing and informative.

Kagan, Donald. *Pericles of Athens and the Birth of Democracy*. New York: Simon and Schuster (Touchstone), 1991. There is perhaps no topic of greater relevance to this unit of study than the origins and ideals of democracy. Reviewers attest to this book's vitality and to Kagan's skill as an author and scholar. This work is highly recommended for teachers.

Knox, Bernard. *The Oldest Dead White European Males*. New York: Norton, 1992. Why consider the virtues or failings of Athenian democracy or the Roman republic? Aren't modern-day ideas about eloquence, argument, inquiry, and conduct sufficient for our needs? Knox writes leisurely and with authority, helping today's presentists develop a better appreciation of the need for classical studies. The book is for teachers and serious students.

Lefkowitz, Mary, and Maureen Fant. *Women's Life in Greece and Rome: A Source Book in Translation*. Baltimore, Md.: Johns Hopkins University Press, 1982. A wide variety of primary source material is collected here and offers teachers an indispensable reference for strengthening the study of cultural and social history.

"Pericles, First Citizen of Athens." *Bill of Rights in Action* series. Los Angeles: Constitutional Rights Foundation, n.d. One of a series of articles mailed periodically to teachers, this title provides a very understandable description of Pericles, the leader of Athens during its Golden Age, and his famous funeral oration. The article is available by writing to the foundation, Publications and Materials, 601 South Kingsley Drive, Los Angeles, CA 90005, or by calling (213) 487-5590.

Plato. *Republic*. New York: Random House, 1983. Many of the basic fundamental principles of democracy were first put forward in this classic work on politics. In order to best explain his ideas, Plato develops them in conversations between Socrates and some of his students and contemporaries. Through Socrates's careful questioning and the conclusions reached, readers gain an understanding of Plato's classic views on political participation and sovereignty.

Plutarch. Selections from *Parallel Lives*. Various editions and dates. Plutarch, a classical Greek biographer, who lived from about A.D. 46 to120, is one of the outstanding biographers of antiquity. The *Lives* influenced the United States founders; they studied Plutarch's biographies of Solon, among others, for insights into principles of democracy and leadership. A study of one or more biographies from the *Lives* (e.g., Solon or Cicero) is recommended for language arts classes correlated with history–social science. Though Plutarch's historical detail is not always accurate, his great insights into the human spirit and condition make his *Lives* excellent material for the humanities. Paperback firms offer editions under various titles; *THE LOEB CLASSICAL LIBRARY* series offers a hardbound edition that maintains the original pairings. The Loeb edition may be purchased from large bookstores or A Common Reader, 141 Tompkins Avenue, Pleasantiville, NY 10570, (914) 747-3388.

Polybius. *The Rise of the Roman Empire*. New York: Penguin, 1979. This paperback edition of one of the early histories written by a Greek statesman and historian (ca. 200–118 B.C.) is recommended for teachers' reading because Polybius's study of the Roman constitution (Part 6 in this edition) had some influence on framers of the U.S. Constitution. Frank Walbank's introduction discusses Polybius's life, work, techniques as a historian, and sources.

Reese, Lyn. *Spindle Stories: Units on Woman's World History*, Book III. Berkeley, Calif.: Women in the World Curriculum Resources, 1994. The story "Fated to Be Friends: Women's Religion and Work in Classical Athens" and the related activities suggested by the author touch upon political, social, and cultural functions in Athenian life. The publisher may be contacted at (510) 524-0304 for purchasing information.

Thucydides. "The Funeral Oration of Pericles (431 B.C.)" in *The Portable Greek Historian*. Edited by M. I. Finley. New York: Penguin, 1986, pp. 265–90. Pericles tells of the importance of patriotism to the existence of Athens while praising the accomplishments of the Athenian constitution in the name of freedom.

England

Alderman, Clifford Lindsey. *That Men Shall Be Free: The Story of the Magna Carta*. New York: Julian Messner, 1964. This useful resource for students presents the story of King John's fateful challenge to the church, the pope's retaliation, the revolt of the noblemen, John's vengeance, and the drafting and signing of the Magna Carta, the document that represents the beginning of the rule of law in England. This book is out of print but available in libraries.

**Danzer, Gerald A., and Mark Newman. *Slices of Time: The U.S. Constitution in Global Perspective*. Chicago: The World History Project, 1990. This teacher's resource, with 21 excerpts from primary sources, includes a useful lesson on the Magna Carta. The teaching ideas are practical, and the accompanying handouts are designed for students. For purchasing information, contact the project at University of Illinois at Chicago (M/C 198), Box 4348, Chicago, IL 60680, (312) 996-3141.

Holt, J. C. *Magna Carta*. Cambridge, U.K.: Cambridge University Press, 1965. This is a fresh, scholarly study by an author who does not assume that readers possess a specialized knowledge of his topic. Although this book is out of print, teachers who seek out this book in libraries will find it comprehensive and informative.

*Kirk, Russell. *America's British Culture*. New Brunswick, N.J.: Transaction Publishers (Rutgers—The State University), 1993. The third and fourth chapters of this elegantly written book summarize the legacy of law and representative government that the United States inherited from Great Britain. These chapters are recommended as background reading for teachers and students who want to better understand the developments that originated in the period from the Middle Ages through the Enlightenment. Contact the publisher at (908) 932-2280 for purchasing information.

**Magna Carta*. Primary Source Documents Instructional Kit. Edited by John Langdon-Davies. Amawalk, N.Y.: Jackdaw Publications, n.d. King John's concession to indignant nobles resulted in a document of major import and implications. The Magna Carta is a foundation stone for our ideas of justice and rule of law. Nine facsimiles of sections of the document, six essays, "Think for Yourself" questions, and teaching suggestions are included in this kit. Teachers will need to select appropriate materials from the kit for use with tenth graders. The kit may be purchased from social studies supply houses.

The Magna Carta. Videocassette. Princeton, N.J.: Films for Humanities and Sciences, n.d. This 22-minute color videotape presents a complete explanation of events leading up to the Magna Carta. The videotape is more successful in debunking myths than in clarifying the extent of the charter's impact and importance. Excerpts are possible for use in tenth grade.

Newscasts from the Past. This series of short videotapes replicates an evening news format, showing events around the globe on a given day during the Middle Ages or the Renaissance. The videotape relevant to Unit II is June 15, 1215, featuring the Magna Carta. This series is available through social studies supply houses.

Sources of the Western Tradition: From Ancient Times to the Enlightenment, Vol. I (Second edition). Edited by Marvin Perry et al. Boston: Houghton Mifflin, 1991. Excerpts from the English Bill of Rights are contained in this collection of primary sources.

van Loon, Hendrik Willem. *The Story of Mankind*. New York: Liveright, 1984. This is a reissue of the book that received the first Newbery Award. The chapter on the English Revolution (pp. 279–295) provides an easily read overview of events leading up to the English Bill of Rights. Portions may be shared with students.

The Enlightenment

Aspects of Western Civilization: Problems and Sources in History, Vol. II. Edited by Perry M. Rogers. Englewood Cliffs, N.J.: Prentice Hall, 1988. This compendium of primary sources contains the French Declaration of the Rights of Man and of the Citizen as well as other materials related to this unit. It is suggested as a reference for teachers.

*Danzer, Gerald A., and Mark Newman. *Slices of Time: The U.S. Constitution in Global Perspective*. Chicago: The World History Project, 1990. This teacher's resource, with 21 excerpts from primary sources, includes useful lessons on Rousseau, Montesquieu, San Martín, and others. The teaching ideas are practical, and the accompanying handouts are designed for students. For purchasing information, contact the project at University of Illinois at Chicago (M/C 198), Box 4348, Chicago, IL 60680, (312) 996-3141.

The Democracy Reader. Edited by Diane Ravitch and Abigail Thernstrom. New York: HarperCollins, 1993. This cornucopia of material from primary sources contains the French Declaration of the Rights of Man and of the Citizen. The book is useful to teachers at several grade levels.

*Frick, Carole Collier. *The Enlightenment*. Los Angeles: University of California, National Center for History in the Schools, 1992. Numerous activities relate to the notable primary sources included in this resource; the Montesquieu and Jefferson excerpts are especially recommended. Telephone the center for purchasing information at (310) 825-4702.

Gagnon, Paul. *Democracy's Untold Story: What World History Textbooks Neglect*. Education for Democracy Project. Washington, D.C.: American Federation of Teachers (AFT), 1987. This paperback is useful for all teachers of world history. Chapters 9 and 10 are highly valuable references for preparing specific lessons or developing curriculum. To purchase a copy of this book, telephone (202) 879-4575.

The Declaration of Independence

Alden, John R. *A History of the American Revolution*. New York: Da Capo Press, 1989 (Reprint of 1969 edition). Alden's coverage of events leading to finalization of the Declaration of Independence is illuminating. See also his *American Revolution, 1775 to 1783* (Harper & Row, n.d.).

Amos, Gary L. *Defending the Declaration: How the Bible and Christianity Influenced the Writing of the Declaration of Independence*. Brentwood, Tenn.: Wolgemuth and Hyatt, 1989. Amos asserts that the evidence from primary sources is undeniable: The Bible and Christianity, not deism or secularism, were the most important influences on the framers of the Constitution. Though some readers will disagree with Amos's conclusions, his argument is well researched and well documented, raising new questions regarding the scholarship of Carl Becker and others. The book's topics address key historical figures: Locke, the Greeks, Cicero, and others.

Bailey, Thomas A., and David M. Kennedy. "Jefferson's Explanation of Independence," in *The American Pageant: A History of the Republic* (Ninth edition). Lexington, Mass.: Heath, 1991, pages 126–127. See also pages 127–129 for a discussion of the immediate impact of the Declaration on patriots and loyalists.

Becker, Carl L. *The Declaration of Independence: A Study in the History of Ideas* (Revised edition). New York: Vintage Press, 1948. Long a standard, Becker's book remains one of the most significant works on the Declaration. According to Becker, the signers were not as infatuated with the "Goddess Reason" as were the French Revolutionaries. Becker writes, "Whenever men become sufficiently dissatisfied with what is, with the existing regime of positive law and custom, they will be found reaching out beyond it for the rational basis of what they conceive ought to be. This is what Americans did in their controversy with great Britain; and this rational basis they found in that underlying preconception which shaped the thought of their age — the idea of natural law and natural rights."

Boyd, Julius Parks. *The Declaration of Independence: The Evolution of the Text as Shown in Facsimiles of Various Drafts by Its Author, Thomas Jefferson.* Princeton, N.J.: Princeton University Press, 1945. The contents of this scholarly work are evident by the book's subtitle. Its value to students is a first-hand glimpse of a classic document in the making, with insights into why certain changes were made. The book is obtainable through libraries.

The Constitution of the United States and *the Declaration of Independence.* Washington, D.C.: Commission on the Bicentennial of the United States Constitution, 1987. Students appreciate this pocket-size booklet containing the essential American founding documents. Printing is clear and legible despite the somewhat small type. Class sets are suggested for use during this unit. For purchasing information, telephone the publisher at (202) 872-1787.

Corwin, Edward S. *The "Higher Law" Background of American Constitutional Law.* Ithaca, N.Y.: Cornell University Press, 1955. This is an important study on the intellectual origins of the Constitution, written by a prolific scholar. While this particular title is now available in paperback, the publisher also has issued a three-volume work, *Corwin on the Constitution*; Volume 1 includes Corwin's discussion of the intellectual roots of the Constitution.

Farrand, Max. *The Framing of the Constitution of the United States.* New Haven, Conn.: Yale University Press, 1913. A classic account of the Constitutional Convention by the editor of *The Records of the Federal Convention*, this was the standard source for its records of debates. It is issued in two paperback volumes.

Kirk, Russell. *The Roots of American Order* (Third edition). Washington, D.C.: Regnery Gateway, 1992. This book, recommended as background reading for teachers and serious students, relates to several topics in this unit. It chronicles the ideas from world history that have shaped the American political

and ethical order. Chapter XI, "Declaration and Constitution," is recommended; its 14-page subsection, "Justifying the Separation," is an elegant and balanced presentation of known and unknown factors pertaining to the Declaration. Kirk's discussion of Cicero and the law of nature in Chapter IV is a good digest of a complicated topic. For purchasing information, telephone (800) 462-6420.

Locke, John. *Two Treatises on Civil Government.* Various editions and dates. The Declaration of Independence contains language stemming primarily from the writings of Locke. Because historians have claimed Locke to be a pillar of the Enlightenment, the Declaration is said to be exemplary of Enlightenment thought. Yet Locke's firm grounding in the English legal tradition as a dissenting Protestant places him in a different sphere of thought than *les Philosophes,* who advocated the complete eradication of the old order. *An Essay Concerning Human Understanding* and *The Reasonableness of Christianity* also are recommended for teachers studying this influential philosopher.

Paine, Thomas. *Common Sense.* Various editions. In this famous revolutionary pamphlet, published in January, 1776, Paine advocated complete independence from Great Britain. Based on the natural rights philosophy of John Locke, Paine's argument inspired the colonists and aroused discussion about monarchy and independence.

Rhodehamel, John H.; Stephen F. Rohde; and Paul Von Blum. *Foundations of Freedom.* Los Angeles: Constitutional Rights Foundation, 1991. John Locke, the British philosopher (1632–1704), considered the state of nature the basis of human rights. The social contract requires people to give up some measure of freedom in return for safety. If a tyrannical government breaks the agreement, the governed have a right to abolish that government and form a new one. The authors state that Thomas Jefferson used Locke's ideas freely in the Declaration of Independence and coined the motto "Rebellion to tyrants is obedience to God." The book also describes the 800-year-old Magna Carta—the cornerstone of the British and American tradition of individual liberties—and religious liberty, the basis for the protection of other rights.

Rossiter, Clinton. *The First American Revolution: The American Colonies on the Eve of Independence* (Revised edition). San Diego, Calif.: Harcourt Brace Jovanovich, 1956. Conveniently available in paperback, this work first appeared under the title *Seedtime of the Republic.* It is suggested as background reading for teachers and students for a better understanding of the historical context of the Declaration of Independence.

Tigner, Steven. "Didactic Images and the Declaration of Independence," in *Journal of Education,* Vol. 175, No. 1 (1993), pp. 85–104. Boston: Boston University, School of Education, 1993. This and the author's *The Declaration of Independence: A Manual for Teachers* are useful resources for teachers. For copies of both, telephone the publisher at (617) 353-6278.

West, Thomas G. "Was the American Founding Unjust?" *Principles: A Quarterly Review for Teachers of History and Social Science.* Claremont, Calif.: The Claremont Institute, 1993. The title is actually a theme for three separate essays dealing with the Founders' intentions regarding slavery, women, and voting rights for the poor. West, a professor of politics at the University of Dallas, discusses at length the historical and social backdrop of the Declaration of Independence and the U.S. Constitution. Were these documents hostile to equal rights for all? Were the Founders the bigots some writers make them out to be? Drawing extensively from primary source documents, West demonstrates that these questions do not tolerate simplistic answers. He provides a valuable portrait of the Founders' attitudes and a discussion of the changing colonial attitudes toward family during the 1770s. Single copies of each essay may be obtained from the institute at (909) 621-6825; interested teachers should ask for the spring/summer 1992, winter 1993, and spring/summer 1993 issues of *Principles*.

Wills, Garry. *Inventing America: Jefferson's Declaration of Independence.* New York: Random House, 1979. When this book and the later Zuckert entry are studied together, students gain a better understanding of how scholars may disagree when interpreting the same document or issue.

*Wolfe, Gregory. "A New Dawn of Liberty: The Story of the American Founding." Los Angeles, Calif.: The Henry Salvatori Foundation, 1992. The contents of this handy and inexpensive booklet are simple and essential: a historical essay depicting the key events and issues of the Constitutional Convention of 1787; the text of the Declaration of Independence; and the text of the U.S. Constitution, including its Bill of Rights and subsequent amendments. Class sets are recommended for students' use during Unit II. Bulk rates are available. Contact the publisher at 1901 Avenue of the Stars, Suite 230, Los Angeles, CA 90067, (310) 277-3444.

Zuckert, Michael P. "Thomas Jefferson on Nature and Natural Rights," in *The Framers and Fundamental Rights.* Edited by Robert A. Licht. Washington, D.C.: The American Enterprise Institute (AEI) Press, 1991. In Licht's volume, seven political scientists and constitutional scholars confront the question "What are the fundamental rights, and where are they in the Constitution?" Each writer's response represents a different perspective on the most basic issue; at least one writer takes issue with the question itself. Zuckert (pp. 137–169) explores the doctrine of natural rights and explains why the Founders considered it compelling. He examines Jefferson's only book, *Notes on the State of Virginia*, and analyzes Jefferson as a profound philosopher of natural rights. Zuckert explains key differences between Jefferson's discussion on rights in *Notes* and that of Garry Wills in *Inventing America*. The publisher may be contacted at (800) 269-6267 for purchasing information.

The U.S. Constitution

Adler, Mortimer J. *We Hold These Truths: Understanding the Ideas and Ideals of the Constitution*. New York: Macmillan, 1987. Adler examines the ideas that lie at the core of the Declaration of Independence (human equality, inalienable rights, civil rights, the pursuit of happiness, and the consent and dissent of the governed) and the ideals that form the basis of our Constitution's preamble. The book is easily read by teachers and interested students.

The American Founding: Essays on the Formation of the Constitution. Edited by J. Jackson Barlow, Leonard W. Levy, and Ken Masugi. New York: Greenwood, 1988. Noted scholars contribute a set of essays that teachers and serious students would benefit from reading. The well-founded discussions identify the traditional areas of disagreement in interpreting the founding. Especially recommended for Unit II are the essays "The Classical Spirit of the Founding," "The Founders and the Classics," and "Equality and the Founding."

Berns, Walter. *The Writing of the Constitution of the United States*. Washington, D.C.: American Enterprise Institute, 1985. Berns provides a brief account of the Constitutional Convention of 1787 and the constitutional and political theories that influenced the writing of the Constitution.

Bowen, Catherine Drinker. *Miracle in Philadelphia: The Story of the Constitutional Convention, May to September 1787*. Boston: Atlantic Monthly Press, 1986. This reliable introduction to the day-to-day events in the Constitutional Convention is suitable for high school students.

Cullop, Floyd G. *The Constitution of the United States: An Introduction*. New York: New American Library, 1984. The U.S. Constitution is examined clause-by-clause in this introductory book designed for the average high school student.

**Fifty Major Documents of the Twentieth Century* (Reprint). ANVIL series. General editor, Louis L. Snyder. Malabar, Fla.: Robert E. Krieger Publishing, 1979. Included in this volume are fifty documents that have had the most important influence on major events of the twentieth-century world. The purpose of this series is to give students a basis on which to form judgments concerning

important recent historical developments.

Greene, Jack P. *The Intellectual Heritage of the Constitutional Era: The Delegates' Library.* Philadelphia: The Library Company of Philadelphia, 1986. When the original framers of the Constitution met in Philadelphia in 1787, they consulted the nearby Library Company for books on liberal thought and the humanistic tradition. To commemorate the bicentennial of the Constitution, the Library Company issued this volume with the purpose of identifying, for the general reader, the sources used by the delegates and the resulting democratic principles incorporated in the Constitution.

McIlwain, Charles H. *Constitutionalism: Ancient and Modern.* Ithaca, New York: Cornell University Press. McIlwain's book analyzes American constitutionalism against the broader background of constitutionalism in the Western tradition.

Morris, Richard B. *Witnesses at the Creation—Hamilton, Madison, Jay and the Constitution* (Reprint). New York: New American Library (Plume Book), 1986. This is a scholarly and exciting history of the men who drafted the constitution. Brilliant leaders of the ratification of the Constitution—Alexander Hamilton, James Madison, and John Jay—led a bitter, explosive fight. They were brought together by their impassioned support of the groundbreaking document and their joint creation of *The Federalist.*

Norton, Mary Beth. *Liberty's Daughters: The Revolutionary Experience of American Women, 1750–1800.* Boston: Little, Brown, 1980. Norton is one of the leading historical commentators on feminism in American history. This book is listed for its discussion of many social and cultural factors which influenced the outlook of early U.S. citizens. Her essay "The Constitutional Status of Women in 1787" (*Law and Inequality*, Vol. 6, May, 1988) is illuminating and, with Thomas G. West's "Was the American Founding Unjust, (see "General Resources—Declaration of Independence"), is representative of current debates on gender issues and the Constitution.

Patrick, John J., author and editor. *Ideas of the Founders on Constitutional Government.* Washington, D.C.: American Historical Association and American Political Science Association, 1991. Teachers may use this resource to promote students' critical thinking about ideas of the Founders of the United States. The publication can be ordered from Project '87, 1527 New Hampshire Avenue, NW, Washington, DC 20036, (202) 483-2512, FAX (202) 483-2657.

Wood, Gordon S. *The Creation of the American Republic, 1776–1787* (Second edition). New York: W. W. Norton, 1972. The influence of republican ideas in America in the decade preceding the writing of the Constitution is described in this important contemporary account.

The Modern Era

Barber, Benjamin, and Patrick Watson. *The Struggle for Democracy.* Boston: Little, Brown, 1988. Barber and Watson tell the story of the growth of democracy and discuss threats to its survival. The book explores dozens of questions on the origin and nature of democracy, including the power this form of government places in the hands of ordinary men and women.

The Democracy Reader. Edited by Diane Ravitch and Abigail Thernstrom. New York: HarperCollins, 1992. *The Democracy Reader* traces the rise of democratic ideals and societies throughout the world through a fascinating collection of more than 100 documents, speeches, essays, poems, and declarations taken from the writings of, among others, Plato, Locke, Jefferson, Mandela, and Rushdie.

Fifty Major Documents of the Twentieth Century. ANVIL series. Edited by Louis L. Snyder. Malabar, Fla.: Robert E. Krieger Publishing, 1979 (Reprint of 1955 edition). In one convenient paperback, Snyder brings together a selection of the most influential documents from the first half of this century. The UN Declaration of Human Rights and the UN Charter relate specifically to this unit. The book relates to other tenth grade units as well.

Kosof, Anna. *The Civil Rights Movement and Its Legacy*. New York: Franklin Watts, 1989. The quest for racial justice and equality in America is marked with important milestones. Kosof interviews active participants in the civil rights movement during the 1960s. Events covered include the Montgomery bus boycott; the desegregation of Little Rock's Central High School; the Birmingham riots; and the 1963 march on Washington. Included is an assessment of socioeconomic trends in black society.

Palumbo, Michael. *Human Rights: Meaning and History*. ANVIL series. Malabar, Fla.: Robert E. Krieger Publishing, 1982. This is a survey of the philosophy, history, and current problems of human rights in various parts of the world and under divergent systems. Rich with primary source readings, this paperback book is useful for both teachers and students. Some of the more recent documents include the Helsinki Agreement of 1975; the demands of Polish workers, 1980; John F. Kennedy's speech of 1963 on freedom from discrimination; the 1970 demands of Alcatraz Island's "Indians of all tribes"; and the 1971 statement of purpose by the National Women's Political Caucus.

Women, the Family, and Freedom: The Debate in Documents, 1750–1950. Edited by Susan Groag Bell and Karen Offen. Stanford, Calif.: Stanford University Press, 1983. Two distinguished feminist scholars have brought together, in two volumes, a range of primary source material on the issue of social rights and roles over 250 years of history. This is a useful resource, perhaps most easily obtained in university libraries by teachers.

Visual and Performing Arts Resources

Anderson, Maxwell. *The Feast of Ortolans,* in *Twenty Prize-Winning Non-Royalty One-Act Plays,* compiled by Betty Smith. New York: Greenberg Publisher, 1943. Written by one of America's principal dramatists of this century, this grim, witty, bitingly satirical drama shows how a revolution's fury can turn against its most sanguine proponents. (See plot synopsis in "Developing the Topic.") The work is perhaps the most genuinely historical play Anderson ever wrote, in terms of its issues, viewpoint, and concern with events over time rather than a central character. The imagery, too, is of interest: Ortolans, birds of great culinary delicacy, are caught not by the rules of sportsmanship, but with nets, then fattened in the dark. In the play, the traditional feast of ortolans symbolizes the exploitation of the French peasantry. The dinner guests who await this entree actually await their doom. Also included in Anderson's own collection, *Eleven Verse Plays, 1929–1939* (New York: Harcourt Brace and Co., 1940), the play is available through public and college libraries.

Beaumarchais, Caron de. *The Barber of Seville/The Marriage of Figaro.* Translated by John Wood. New York: Viking Penguin, 1964. These two classic comedies are contained in this paperback volume, the second a sequel to the first. According to the translator, the enduring interest in these plays "lies in the degree in which they mirror the age, the society of which and for which they were written, and evoke the love of life, restless energy, audacity, and resilience of their author." Wood's introduction is an excellent overview of Beaumarchais's life and the plays themselves. Though *The Marriage of Figaro* is beyond the capabilities of most high school actors, selected scenes may be performable for some student troupes. Brief passages can serve as primary source material in world history classes.

Beethoven, Ludwig van. *Third Symphony.* Various artists and labels. It is suggested that history and music teachers play recordings that reflect performance practices and instrumentation known to be authentic to Beethoven's time; the recording by Christopher Hogwood and the Academy of Ancient Music (Oiseau Lyre label) is one good example. Performances by conductors Roger Norrington and Nikolaus Harnoncourt are also commendable. Teachers may consult local outlets for other options.

The Bishop's Candlesticks. This one-act play is adapted from an incident in Victor Hugo's *Les Miserables.* Two dramatic versions of this French Revolution story are available. Norman McKinnel's dramatization has been produced professionally and has been presented by amateurs over many years. Pauline Phelps's adaptation, written especially for inexperienced high school actors, contains fewer interpretation problems but perhaps has less style or sense of period. Both versions are worth considering for correlation with language arts or drama classes. To purchase reading copies of the McKinnel version, contact Samuel French, 7623 Sunset

Boulevard, Hollywood, CA 90046, (213) 876-0570. To purchase the Phelps version, contact Wetmore Declamation Bureau, Box 2595, Sioux City, Iowa 51106-3041, (712) 276-3041. Some public libraries may have the McKinnel version since it has been anthologized several times.

Buchner, Georg. *Danton's Death*. *The World's Classics* series. New York: Oxford University Press, 1988. Buchner's play is an incisive examination of one of the French Revolution's most controversial figures. It is an examination of what can happen to even the best of well-intentioned men. All of the significant men constituting the Committee for Public Safety are here: Robespierre, St. Just, Danton, and many others. The drama offers a chilling look at the Reign of Terror.

French Caricature and the French Revolution, 1789–1799. Los Angeles: University of California, Grunwald Center for the Graphic Arts, Wight Art Gallery, 1988. French political caricature has long been overshadowed by rival British caricature and the art of Daumier. The book features essays by noted art historians which establish the significance of French caricature of the revolutionary period and its relationship to the Revolution itself. The essay by Michel Melot, "Caricature and the Revolution: The Situation in France in 1789," is particularly appropriate. Melot discusses the connections between the Revolution and the political caricaturists, citing many instances of censorship in the publication of prints. Albert Boime also includes an essay about Jacques-Louis David and his contributions to the political climate through his drawings. Teachers need to preview this publication before using it with students, as some reproductions are inappropriate for school use. For purchasing information, contact the publisher at (310) 443-7032.

Mozart, Wolfgang Amadeus. *The Marriage of Figaro* (*Le Nozze di Figaro*). Various artists and labels. If excerpts from this work are studied in music classes, students will need to be provided with translations, since the opera is nearly always recorded in the original Italian. Compact disc recordings of operas frequently are issued with booklets containing translations in at least two languages. Teachers should refer to the package information to determine which translations are provided. Recordings by such performers as June Anderson, Kathleen Battle, Thomas Hampson, and Jerry Hadley are popular with many listeners. Teachers may consult local outlets for choices.

Thompson, Wendy. *Ludwig van Beethoven*. *Composer's World* series. New York: Viking, 1991. Beethoven's music reflects the violence, passion, struggle, and upheaval of the Age of Revolution; just as significantly, his music reflects the quest for spiritual and personal fulfillment during those times. Thompson's writing draws students to an appreciation of this controversial genius and the age in which he lived. Illustrations are lavish without being opulent.

Trumbull, John. *Signing of the Declaration of Independence*. One version of this famous painting appears on the back of a $2 bill. It is also available to schools as a poster, a 35 mm slide, and a postcard. For purchasing information, contact Yale University Art Gallery, Museum Shop, P.O. Box 208271, New Haven, CT 06520-8271, (203) 432-0601.

**The World History Slide Collection* and *The Western Civilization Slide Collection.* Annapolis, Md., Instructional Resources Corporation, various dates. These two slide sets each contain 2,000 examples of historical maps and images of people and paintings. A video disk with narration is available. For further information, contact the producers at 1819 Bay Ridge Avenue, Annapolis, MD 21403, (800) 922-1711 or (301) 263-0025.

Appendix II-1

Drafting the Declaration of the Rights of Man and of the Citizen: A Readers' Theater Script

Narrator:	Realizing the fundamental importance of their task, two framers of the Declaration of the Rights of Man and of the Citizen are discussing the basic ideas that should be included. They will present these to the National Assembly in the morning. To help them, Marc and Jacques reach for a number of well-worn volumes, which contain the words of those who have struggled with the issues of liberty, democracy, and equality in times past—men like Aristotle, Pericles, Locke, Montesquieu, and their friend, Thomas Jefferson.
Marc:	We must justify the need to change, Jacques, in our opening statement. The people need to see the logic, the reason that forces us to change from a monarchy based on divine right to one based on a constitution.
Jacques:	Yes! The American Declaration of Independence does so. Here, listen.
Jefferson:	"When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another . . . they should declare the causes which impel them to the separation."
Marc:	But Thomas Jefferson was not the first to say such things! So did some of the ancients . . . and so did our *philosophes*!
Jacques:	Quite right. But let us begin with a basic question: Why, if men are born free, do they want to form governments? Let's see what Aristotle had to say.
Aristotle:	"Men . . . are drawn together by a common interest. . . . They come together, and form and maintain political associations for the sake of life."

NOTE: This readers' theater script is adapted from a script written by Claire Zeni.

Marc: Here! Locke carried that idea even further.

Locke: "All men are naturally in a state of perfect freedom to order their actions and dispose of their possessions and persons as they think fit. . . . They unite for the mutual preservation of their lives, liberties and estates, which I call by the general name of property."

Jacques: O.K., Marc. Write this for Article I: Men are born and remain free and equal in rights.

Marc: And for Article II: The aim of every political association is the preservation of the natural and imprescriptable rights of men. These rights are liberty, property, security, and resistance to oppression.

Jacques: But who gives the government its powers?

Marc: Again, let us look at Jefferson . . .

Jefferson: "Governments are instituted among men, deriving their just powers from the consent of the governed."

Jacques: Article III: The source of all sovereignty resides essentially in the nation. Nobody, no individual may exercise authority which does not emanate from it.

Marc: And laws? What kind of laws should this government be able to make?

Jacques: Pericles reminds us . . .

Pericles: "Our constitution is named a democracy because it is in the hands not of the few but of the many. . . . Our laws secure equal justice for all."

Marc: And Locke, too . . .

Locke: "Laws are made and rules are set as guards and fences to the properties of all the members of the society."

Jacques: Don't forget Rousseau! Laws must favor all equally.

Rousseau: "The social compact establishes among the citizens an equality . . . every act of sovereignty, every act of the General Will binds or favors equally all citizens."

Marc: All rights, then, Article V should read: The law may forbid only those actions harmful to society . . . No one may be compelled to do what it does not command.

Jacques: And how about this for Article VI: Law is the expression of the General Will . . . It must be the same for all.

Marc: What if a government no longer obeys the General Will?

Jacques: Well, then, the contract that binds the nation to its government is broken. Both Locke and Jefferson say it so well . . .

Locke: "Whensoever the government shall . . . endeavor to grasp themselves, or put into the hands of any other, an absolute power over the lives, liberties, and estates of the people; by this breach of trust they forfeit the power the people had put into their hands for quite contrary ends. Government devolves to the people."

Jefferson: "Whenever any form of government becomes destructive . . . it is the right of the people to alter or to abolish it, and to institute new government, lying its foundation on such principles and organizing its power in such form, as to them shall seem most likely to effect their safety and happiness."

Jacques: This Declaration of the Rights of Man and of the Citizen truly upholds the principles for which this Revolution stands!

Narrator: The Declaration of the Rights of Man and of the Citizen was accepted by the National Assembly in August, 1789, and attached to the Constitution of 1791 as a preamble.

Appendix II-2

Judeo-Christian Influences in the Context of Democratic Ideas

This appendix is presented as an aid to teachers in determining a focus for the study of Hebrew and Christian influences on the rise of democratic ideals (see the first topic for this unit). It can also serve as a supplementary reading for students. The purpose of this study is not to determine the truth or untruth of the two religions but rather to examine the history of ideas at work, their power to move people to action and to other ideas. Ideologies such as Marxism and fascism are studied not to promote them or to convert students to them but because they are forces in history and they, in turn, have been shaped by historical events. There is no less reason to examine Judaism and Christianity.

The moral and ethical principles of Judaism and Christianity make up the core of the Western intellectual and literary tradition. They lie at the heart of most subsequent world ideologies, even those determinedly antireligious. The great debates over right and wrong, over justice and injustice, and over the place of the individual in society and history are rooted in what Greeks, Jews, and Christians believed to be true of human nature and human needs.

One of the principal world views of the Judeo-Christian heritage with which students should be familiar is the perception of human nature as a complicated mixture of worthy and unworthy elements, active impulses toward both good and evil. Another is the notion that God holds the individual responsible for the exercise of free will in moral choice. Jews and Christians both deny the fatalism common in the ancient world. Man the individual is responsible. He can act otherwise. His choice is not determined—or excused—by fact, mystery, environment, or collectivity. Finally, and most important, is the idea of the individual cre-

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NOTE: Adapted from Paul Gagnon, *Democracy's Untold Story: What World History Textbooks Neglect*. Washington, D.C.: American Federation of Teachers, 1987, pages 59–63. Mr. Gagnon is a professor emeritus of history at the University of Massachusetts. Used by permission.

ation of each human soul in the spiritual image of God, which to believers is the compelling reason to accept the equality and dignity of every person on earth. While democratic education touches upon the principle of equality, this topic permits students to examine the religious source of its power.

In Judaism and Christianity, the fatalism of the ancient world is also defied by the doctrine of amelioration. The world is not to be accepted as it is. God imposes on Jew and Christian the duty to make it better, regardless of obstacles or excuses. Whatever the actual religious beliefs—and nonbeliefs, even antibeliefs—of Western peoples, they have ever since been marked by these ideas; the equality and dignity of all, the need for societies in which moral choice is freely possible, and the duty to struggle for just and decent communities. That religious leaders and believers in positions of power have, throughout history, often betrayed and suppressed such ideas may be regrettable (though, given the basic view of human nature, not surprising) but is beside the point. The egalitarian, individualistic, humanitarian, reformist, and striving ethic rooted in the Jewish and Christian faiths lives on. Coupled with the codes of personal behavior that the Judeo-Christian tradition shared with the pagan Greek and Roman philosophers—fortitude, self-restraint, self-examination, self-respect, and devotion to truth and reason—this ethic has sustained, and been sustained by, the best moments of liberal democracy in nations East and West.

One result from all this is the peculiarly tense, restless nature of Western religion, which imposes countless, frequently competing charges on its followers. Jews and Christians, and those who have absorbed its moral imperatives without wholly retaining the faith, are enjoined to transform themselves but also to transform society; to obey God's law always but also to render to Caesar all that is his; to suffer injustice but to defy unjust laws; to be humble but to show the light of righteousness; to seek truth through faith but also through reason; to aspire to the spiritual but also to use well the things of the earth and the flesh. The mainstream of Western religion has not been otherworldly but, as Frost said, ever "risking spirit in substantiation." The results have not always been holy or edifying to look at. Religious warfare and persecution have been as cruel in the West as anywhere, in crusades, pogroms, inquisitions, massacres, and civil wars.

Out of the legacy of ideas of Greece, Rome, Judaism, and Christianity, Westerners have grappled with multiple questions and quests—sometimes in turn, sometimes several at once. What is beautiful? What is true? What is just, orderly, or merely useful? What is holy? What will save me? What is the full human life? What is success, honor, love? Many historians, trying to account for the West's incessant change and dynamism—for better or worse—have fastened upon the restless, contradictory impulses rooted in its activist, eclectic religious heritage. In this sense, Aldous Huxley's *Brave New World* (a good book for high school) is a parable about the end of Western civilization: nobody is to ask any more questions or to seek anything but fun and comfort.

Admittedly, the force of ideas cannot be quantified, but then neither can many other forces. We do not know, for example, what percentage of cause for Rome's decline to assign to Germanic invasions, but we take the invasions seriously because we know they were there. Everyday the world proves to us that ideas have power, and we need to pay attention to them because they comprise the religious sources or moral ideas so critical to human rights and free societies.

Appendix II-3

"We Mutually Pledge"

Upon receiving the Declaration of Independence, King George III denounced all rebels in the colonies as traitors. Treason was punishable by hanging. In fact, the 56 signers of the Declaration kept their names secret for six months after the signing. Below is a brief overview of some of the signers' fates during the war that followed the publication of the Declaration of Independence.

Carter Braxton of Virginia, a wealthy planter and trader, saw his ships swept from the seas. To pay his debts he lost his home and all his properties and died in poverty.

Thomas McKean of Delaware was so harassed by the enemy that he was forced to move his family five times in five months. He served in Congress without pay, his family in poverty and in hiding.

Vandals looted the properties of **William Ellery, George Clymer, Lyman Hall, Button Gwinnett, George Walton, Thomas Heyward, Edward Rutledge, and Arthur Middleton.**

Thomas Nelson, Jr., of Virginia, raised two million dollars on his own signature to provision our allies with the French Fleet. After the war he personally paid back the loans, wiping out his entire estate. He was never reimbursed by his government. In the final battle for Yorktown, Nelson urged General Washington to fire on his (Nelson's) own home, which was occupied by Cornwallis. It was destroyed. He died bankrupt and was buried in an unmarked grave.

The Hessians seized the home of **Francis Hopkinson** of New Jersey.

Francis Lewis's home and other holdings were destroyed. His wife was imprisoned; she died within a few months.

Richard Stockton was captured and mistreated and his health broken to the extent that he died at fifty-one. His estate was pillaged.

Thomas Heyward was captured when Charleston fell.

NOTE: Adapted from Paul Harvey, *Our Lives, Our Fortunes, Our Sacred Honor*. Dallas, Tex.: Word, Inc., 1975. Used with permission. See also *Signers of the Declaration*, by John E. Bakeless and K. L. Bakeless, Boston: Houghton Mifflin, 1969, available through libraries.

John Hart was driven from his wife's bedside while she was dying. Their 13 children fled in all directions for their lives. His fields and gristmill were laid waste. For more than a year he lived in forests and caves and returned home after the war to find his wife dead, his children gone, his properties gone. He died a few weeks later of exhaustion, broken-hearted.

Lewis Morris saw his land destroyed and his family scattered.

Philip Livingston died within a few months from the hardships of the war.

History remembers **John Hancock** mainly for a personal quirk rather than anything he stood for: a great, sweeping signature attesting to his vanity. One of the wealthiest men in New England, he stood outside Boston one night of the war and was heard to say, "Burn Boston, though it makes John Hancock a beggar, if the public good requires it."

Five of the 56 were captured by the British and tortured before they died. From Rhode Island to Charleston, 12 had their homes sacked, looted, occupied by the enemy, or burned. Two lost their sons in the army. One had two sons captured. Nine of the 56 died in the war, from its hardships or from its bullets.

Geographic Background and Concepts: The French Revolution

The French and American Revolutions demanded personal freedom and equality for all people. Geographic patterns of increasingly urban settlement correlated closely with rapidly changing political events. In eighteenth-century Europe, these radical ideas grew out of the interaction of enlightened thinkers in both rural and urban areas. In France, as elsewhere, social class depended upon one's livelihood. The division of labor into "jobs" was primarily an urban process. It was the large French lower and middle classes, made up of the artisans who primarily lived in the slums of Paris, the urban bourgeoisie (doctors, lawyers, and merchants), and the rural peasants who resisted the supreme authority of the church and state over their lives. As urbanization intensified and the centrality of towns and cities strengthened during this period, people had expanded opportunities to interact, talk about the future, and plan a revolution.

Cities had evolved in Europe as centers of civilization and culture as well as bastions of governmental and religious power. Their size and population expanded considerably after 1800. The entire city of Athens at the height of the classical Greek period, for example, would have fit into the city limits of today's Chico, California. Its population, however, was dense, since urban residents traveled only by walking, by wagon, and by barge.

As European cities grew, their influence over the surrounding countryside expanded as well. In 1500 London had about 15,000 people; by 1800 it had grown to 850,000. Today, London has a population exceeding 12 million, making it Europe's largest city (more than twice as large as Paris).

Land-use patterns in these expanding urban areas changed as their size and influence increased. Residential land still accounted for the largest percentage of land use, but, increasingly, space was allocated for commercial, industrial, and governmental purposes. The urban morphology (form and structure) of Paris and other European cities during the French Revolution was a reflection of both historic patterns and political decision making. Many of the features of European cities had evolved from the Greek and Roman city structures.

After the Roman Empire lost its dominance in the region, the importance of urban centers began to wane. From A.D. 1000 to 1500, the turbulent events of Europe's Dark Ages discouraged urbanization. Instead, people fled to the sites of castles where they hoped to be protected by local noblemen. Small settlements eventually grew up around these castles. The grid pattern of Roman city streets was replaced by narrow, winding streets, which offered more protection. A medieval settlement was also characterized by a city wall, a marketplace, and a cathedral.

As absolute monarchs became all-powerful over their unified nation-states, urban areas once again began to grow and prosper. By the time of the French Revolution, urban planning was instituted by these rulers as part of their efforts to impress royal visitors from other parts of Europe. Perhaps the most extravagant expression of this effort was the evolution of baroque cities in the nineteenth century.

The prototype baroque city is Paris. Napoleon III insisted on tearing down much of the old city, rebuilding it with wide boulevards, statues and fountains, and monuments. His army needed wide streets to have free and open access to the city's residents in case they resisted authority, so the city's street system was redesigned to control its inhabitants. This resulted in a particularly challenging set of environmental conditions for people involved in the French Revolution.

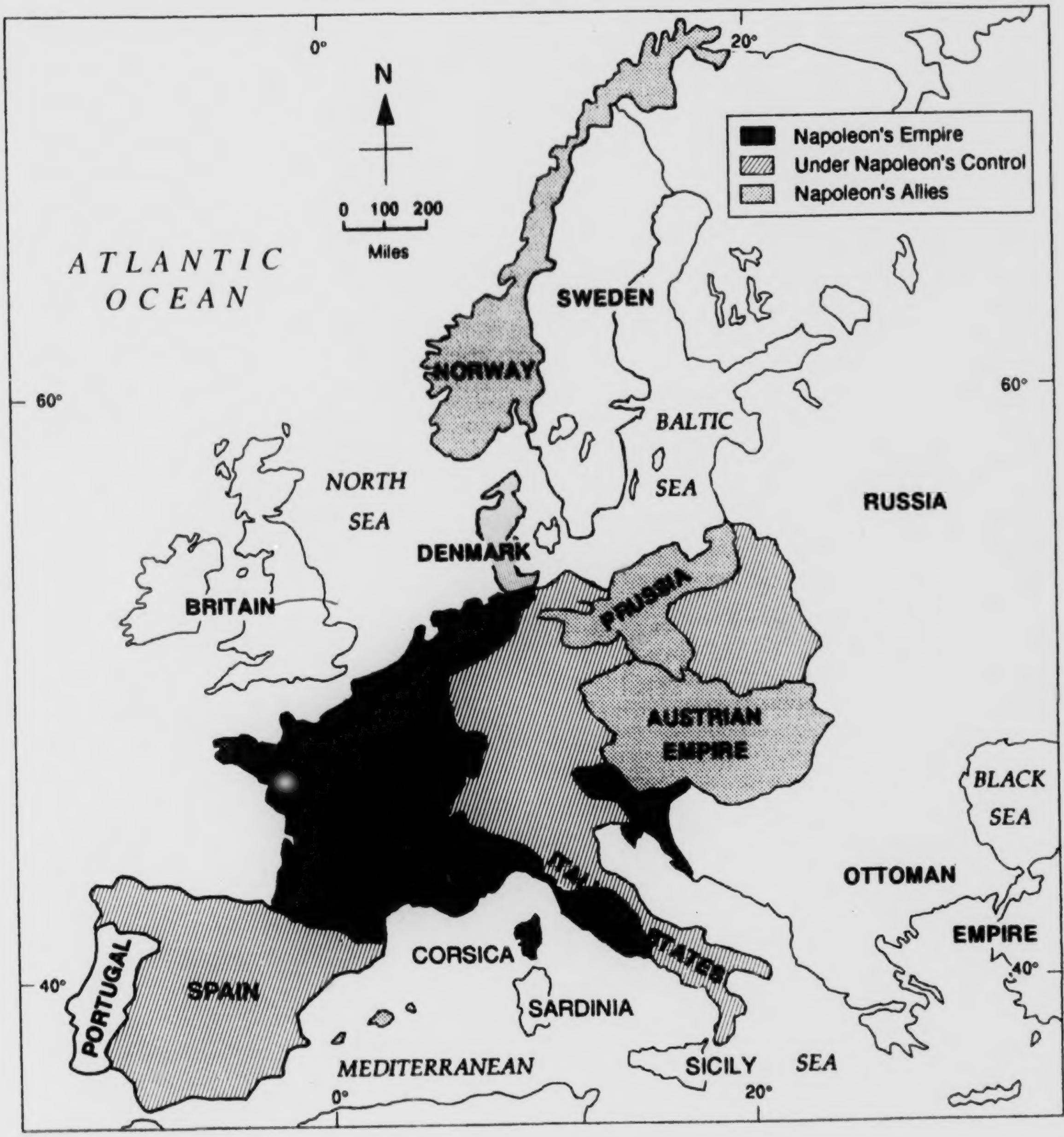
The French Revolution, therefore, occurred in an era when cities featured numerous skilled craftspersons, the specialization of labor, and the increasing importance of commerce and the merchant class. As these early capitalists grew in importance, people discovered that "money is power" and eventually began to realize that the ruling monarchs were not actually all that necessary. The demands of the Revolution thus evolved out of the changing geography of both the French countryside and the city. Map II-1 and Map II-2 illustrate how rapidly the boundaries of European countries changed in a very short period of time.

Several important geographic concepts are illustrated in this unit, including:

1. *Centrality*—The strength of an urban area's ability to attract producers and consumers to its facilities; a city's reach into the surrounding countryside.
2. *Land use*—What people do with selected portions of land. Cities are often divided into land-use districts.
3. *Rural*—Refers to an area of nonurban, often agricultural land use with a largely dispersed population.

4. *Social class*—A hierarchy of political or social levels within a society. The French Revolution involved three distinct social classes: the Roman Catholic clergy; the nobility; and the lower and middle classes (bourgeoisie, peasants, artisans).
5. *Urban*—Refers to the entire built-up, nonagricultural area and its population.
6. *Urbanization*—The proportion of a country's entire population living in an urban area; the process of movement to and clustering in towns and cities.
7. *Urban morphology*—The form and structure of cities, including their street patterns and shape of buildings.

Map II-1



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European Boundaries, 1812

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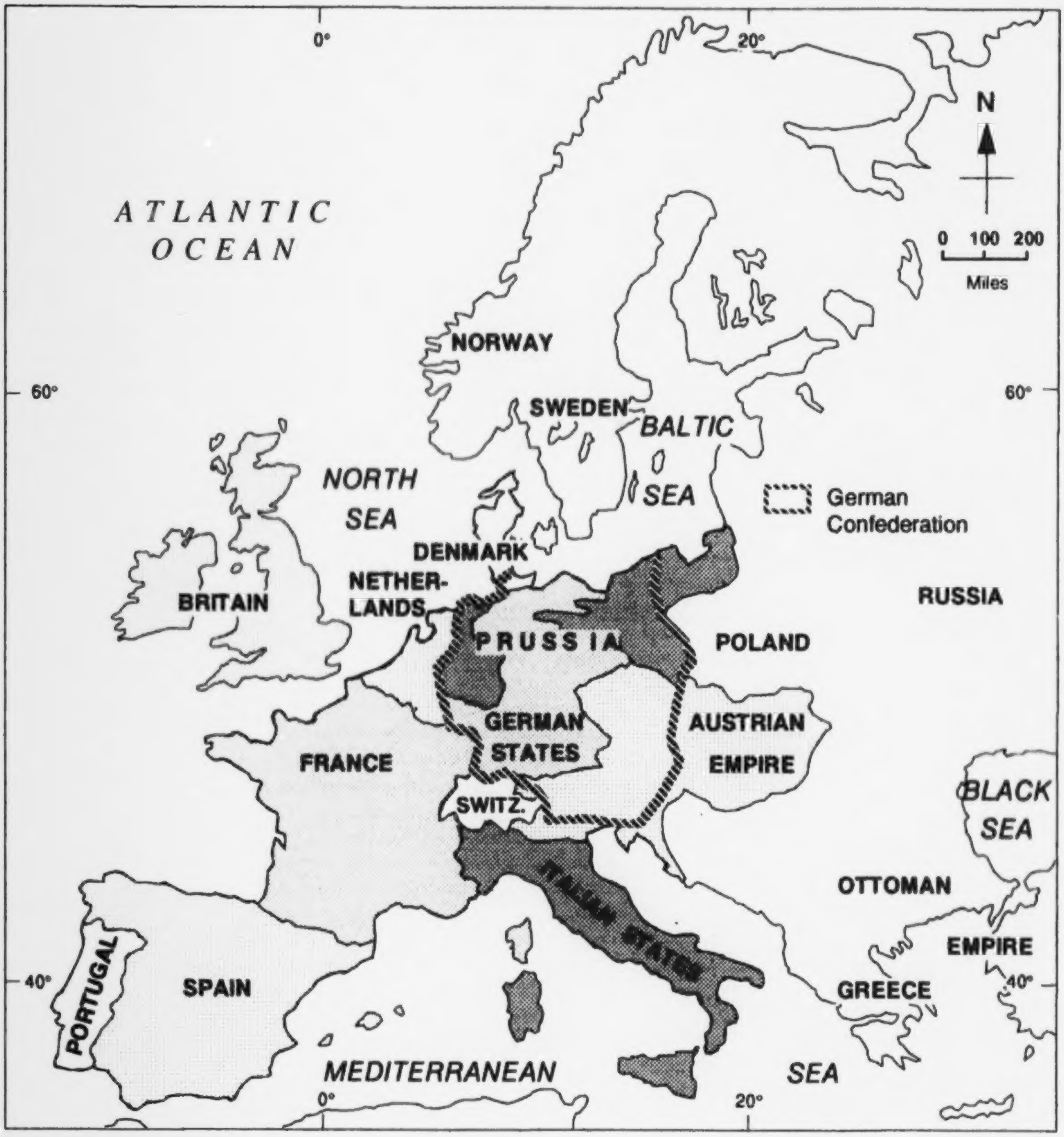
Map II-2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European Boundaries, 1815

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Urban Morphology

Although the height of baroque planning took place between 1600 and 1800, that it was carried into the nineteenth century is illustrated in the design of Paris. There, Napoleon III had Baron Haussmann design a system of boulevards that would facilitate the control of the populace. Cobblestone streets were carefully paved so that no loose ammunition was available for rioting Parisians. Streets were straightened and widened, and cul-de-sacs were broken down to give the army—should the people rise up—space to maneuver, with ordered sight lines for artillery. Whole neighborhoods were torn down to build wide avenues. Thousands were displaced as their apartment buildings were demolished. They had to seek new shelter on their own, and many ended up in the congested working-class sections of east and north Paris. These areas are still overcrowded, and much of the blame can be assigned to the baroque planners.

In these developments, we can see the coming of the modern city. The masses of city dwellers were sacrificed to the traffic pattern, and neighborhoods were overwhelmed by the straight line. In our own times, the highway has replaced the avenue as the yardstick of the urban planner, but the results have been the same—the wholesale destruction of inner-city neighborhoods.

The new military technology aggravated the problems of congestion and high density within the city. Extensive urban fortifications were needed as a defense against artillery bombardment. These fortifications could not easily be extended outward to encompass new urban growth. Instead, new stories were added to medieval buildings. As a result, population densities increased within the walls, and urban overcrowding became a reality. The walls also threatened the independent financial status of the city. They were so expensive to erect that without outside aid, urban bankruptcy always remained a possibility. Moreover, the wall was no longer the simple dividing line between city and countryside that it had been in medieval times. The area outside the walls became a dangerous space subject to artillery fire in time of war. People who settled there did so at their own risk, because the militia reserved the right to torch all structures in time of war to deprive the enemy of shelter and cover.

Renaissance and baroque planning had a profound effect on many American cities as well as European cities. For example, Washington, D.C., as originally designed by the French planner Pierre L'Enfant, shows marked baroque style. Although L'Enfant's original plan has been compromised somewhat, its intent is still visible in the wide boulevards, open spaces, public buildings, and monuments of the city. Other examples of the baroque style can be found in such cities as Philadelphia, Pennsylvania; Williamsburg, Virginia; and Columbia, South Carolina.

The Eiffel Tower, one of Paris's most cherished landmarks, still serves as a symbol of the rise of the modern city. Courtesy of the Library of Congress.

Unit III

The Industrial Revolution

(See page 85 of the *History–Social Science Framework.*)

Suggested Time for the Unit: 15 class periods

Topics in the Unit:	Suggested Time:
The economic, political, social, cultural, and geographic causes and effects of the Industrial Revolution in eighteenth-century England	**4 class periods**
Critical responses to the Industrial Revolution (e.g., humanitarianism, labor unions, romanticism, socialism)	**6 class periods**
British social reforms resulting from the Industrial Revolution and its efforts (e.g., factory and mine acts, abolition of slavery, reform of "poor laws")	**3 class periods**
The expansion of industrialization into other nations and regions: France, Germany, United States, Japan, and Russia	**2 class periods**

Sample Topic:	Suggested Time for the Topic:
The literary and artistic response to the Industrial Revolution (an aspect of the second topic)	2 class periods (can be increased when correlated with class periods in other subjects)

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Uses and Significance of the Topic

The dramatic social and economic currents known as the Industrial Revolution helped to provoke fervent creativity in literature, music, and art. Talented creators not only reflected the rapidly changing world but they also reacted to it and commented upon it, sometimes in admonitory tones. Unit III offers several outstanding opportunities for students to strengthen their understanding of cultural works from this period, many of them in the style called *romantic.*

The potential for variety and depth in this unit can be realized through thoughtful correlation of studies in history–social science, language arts, the visual arts, and music. The two class periods suggested for the sample topic refer only to those activities described in "Developing and Culminating the Topic," which are intended to be conducted during the history–social science class. "Extended and Correlated Activities" describes those to be conducted concurrently in other departments, during their respective class periods.

Strongly recommended for language arts correlation is the study of Charles Dickens's novel *Hard Times,* a harsh indictment of practices and philosophical justifications that were popular during mid–nineteenth-century industrial England. Aside from being a logical complement to this unit's study, the novel has the pragmatic advantage of being comparatively brief and, therefore, may be read in three or four weeks. Through the novel, students are introduced to an important writer, good literature, and primary source material.

Writings by great poets of the era—Shelley, Keats, Wordsworth, Coleridge, and others—are suggested in "Extended and Correlated Activities" and offer even more opportunities for effective correlation with literature studies. Art and music activities described in later sections of this unit present further possibilities for collaborative learning. Schools are urged to take every advantage of this unit's potential strength for interdisciplinary instruction.

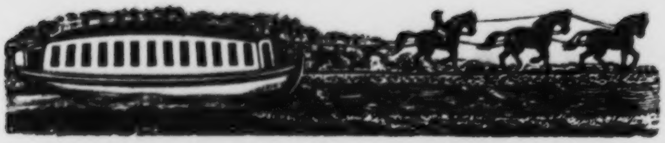
The Industrial Revolution, a term popularized by modern historians, describes the changes in industry and society that resulted from the introduction and large-scale use of machinery to replace hand labor during the eighteenth and nineteenth centuries. Most historians consider the Industrial Revolution to be one of the two most important changes in the history of the world. Just as the start of agriculture 10,000 years ago marks a turning point in history, so too does the Industrial Revolu-

During the Industrial Revolution, women became an important component of the factory workforce. This photograph shows women at work at the National Cash Register Company in Dayton, Ohio, 1902. Courtesy of the Library of Congress.

tion mark an inexorable and transforming moment in time. New technology allowed goods to be produced in abundance by people using machines driven by a variety of fuels. Students should not only investigate the causes and explanation of industrialization but should also understand both the positive and negative effects of industrialization—impacts that continue today in modern forms. Humankind's response to the forces of industrialization forever changed many of our most fundamental social, cultural, political, and economic institutions.

It is perhaps easier to understand what happened than to understand why it happened. The "what" is relatively simple: Industrialization came about with the increasing use of new technology. As machinery was developed that was too big and too expensive for home use, the center of production moved from the home to the factory. New entrepreneurs built the factories and hired the workers to run the machines. Towns and cities grew. As industry expanded, the need for larger amounts of capital increased, and combinations of capitalists were required to provide the necessary funding. Corporations ultimately became the dominant form of business enterprise, providing larger sums of money than individual businessmen could hope to accumulate.

Students need to investigate why things happened as they did and where they did. They should note the features of Great Britain that made it geographically well suited to the development of industry: long coastlines suitable for harbors; navigable rivers; canal systems; and a dense network of roads that had been in use since the time of the Romans. The importance of these factors to the movement of raw materials and finished products will be obvious to many students. (Maps in Appendix III-3 may be useful when discussing the impact of geography on historical developments.)

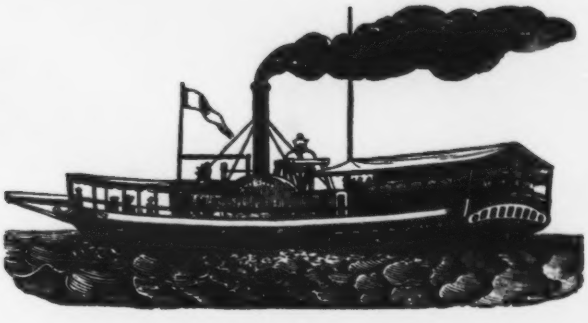


Other questions to consider are: Why did industrialization spread as rapidly as it did? Were the inventions intended to cause a revolution, or were they produced simply to fill a need that existed at the time? What were the social effects of the increasing use of machinery? What effects did the changes in industry have on agriculture, towns, children, women, war, health? How are our lives today affected by the revolution that began more than 200 years ago?

By reading the accounts of the social turmoil produced by the Industrial Revolution, students may be inclined to think of the era only as the genesis of modern-day social nightmares and disorder. But a thorough study of the Industrial Revolution—including candid accounts of conditions before and after—compels a more thoughtful analysis of the inextricable mix of negative and positive effects. Even today, societies are inheritors of the boons as well as the plagues of the revolution. If we see the revolution only in a negative light, we may do well to ask how many of us are willing to give up automatic washers in favor of pounding clothes on rocks or scrubbing them on washboards. Are office workers willing to forego photocopiers and desk-top publishing in favor of carbons, stencils, or handwritten communication?

The introduction of Edward Cartwright's power loom in 1787 provides one good example of the inextricable mix. Cartwright's invention was prompted by a shortage of weavers that was caused by the increased production of cotton thread. Fearing that the widespread adoption of power looms would ruin their trade and would replace them and their hand looms, weavers burnt Cartwright's factory to the ground. The weavers' fears were justified. One of the grim aspects of life in the early 1800s was the fate of hand weavers who clung to their trade as the price of cloth (and wages) dropped lower and lower. However, Luddism (the destruction of factories and machines by those who face unemployment) gradually declined under the shifting benefits of change. By decreasing production costs, the power loom decreased the price of cloth. Increased demand for inexpensive cloth stimulated growth of the cloth industry and created new jobs.

Modern examples of training programs in business and industry have demonstrated some success in easing the twentieth-century conversion of operators' jobs to high technology; still, the conflicting results from any major change remain a regular, worrisome feature of human life.



Students should understand that, despite many problems, the Industrial Revolution created conditions for unparalleled prosperity. By 1900, ordinary people in the United States and Western Europe could look back and see evidence of progress that their grandparents had never experienced. "The modern standard of living in today's developed nations is unequaled in the history of the world. Average life expectancy, health, income, and education levels are all unprecedented. Much of this advance is a direct or indirect consequence of the Industrial Revolution which began in England in the late eighteenth century and spread throughout the world over the next two hundred years."[1]

The readings that provide the basis for the sample lesson depict some of the social turmoil and hardships that resulted from the Industrial Revolution. In contrast, Figure III-1 summarizes some of the long-term economic benefits from the same period in Europe and the United States. For a more thorough and scholarly discussion of this disputed era, teachers are referred to such works as *The Industrial Revolution in Britain—Triumph or Disaster?*, edited by Philip Taylor, and *How the West Grew Rich: The Economic Transformation of the Industrial World*, by Nathan Rosenberg and L. E. Birdzell, Jr., listed in "Resources for the Sample Topic."

Presentation and Activities

A

Beginning the Topic

After acquiring essential background knowledge on the Industrial Revolution, students examine some of the harsh conditions of life by reading or hearing excerpts from works by Charles Dickens.

The Industrial Revolution in Great Britain brought about many changes that were reflected in art and literature as well as in society in general. All the old certainties—social traditions, family life, religion, and even nature itself—seemed under attack. The machine had challenged the prevailing worldview of the times and raised essential questions: Where did humans belong in a world dominated by the machine? How could people express their humanity (imagination, independence, spontaneity) in a world dominated by industry, a system seen by many as detrimental to the individual creative impulse?

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[1] *Civitas: A Framework for Civic Education*. Calabasas, Calif.: Center for Civic Education, 1991, p. 197.

Figure III-1

The Positive Side of the Industrial Revolution (1700–1900)

Employment of Displaced Farmers

Farmers and farmworkers displaced by early eighteenth-century changes in agriculture had no other tools or marketable skills. They had known long hours, low wages, child labor, and poor working conditions for hundreds of years on the farm. Factory jobs to them meant a chance to survive by breaking the craft guilds' remaining traditional monopolies on manufacturing. Industrial capitalism paid better than any alternative employment available.

Increase in Industrial Productivity

Entrepreneurs created enormous amounts of new wealth during the Industrial Revolution, partly because they could freely earn and keep their profits and reinvest them. Production outran consumption as they reinvested their profits in additional production rather than consume or distribute them.

Accumulation of New Capital

Industrial capitalism generated and sustained its own momentum. It was so productive that during its first 100 years its continued expansion was financed through reinvested profits, often without incorporating to sell stock (among the exceptions were banks and railroads). Adequate capital was usually available to develop promising new power sources, technologies, or manufacturing processes because private investors could count on gaining more capital from a breakthrough in productivity.

Increase in Real Wages

Prices of manufactured goods fell greatly during the Industrial Revolution. Workers' purchasing power rose greatly. Living standards went up. Over the long run, reinvesting profits helped workers more than using profits to pay above-market wages, which would have slowed industrialization, decreased the number of jobs, and increased demand without increasing supply, thereby raising prices.

Broader Economic Opportunity

The basis of economic status shifted from privilege to enterprise. Innovators could incorporate and patent. Poor but creative persons enriched themselves by developing new technologies and industries. The masses for the first time could escape grinding poverty (through improved diet, clothing, life expectancy). Many U.S. immigrants were able to better their lot or their children's lots.

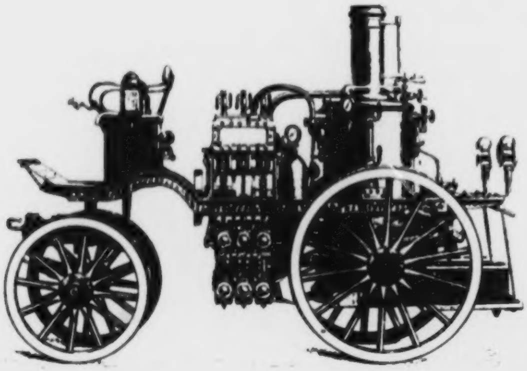
Enhanced Social Mobility

The basis of social power shifted from birth to wealth. Social classes became dynamic rather than static, open to rapid entry and exit. Many in the lower classes moved into the middle classes. Ultimately, in the United States, private enterprise would help new arrivals and ethnic minorities to rise socially, despite the majority group's prejudice and discrimination against them.

Greater Political Democracy

The basis of political relationships shifted more quickly than before from custom to consent. Capitalism increased the middle class's size and political influence and catered to majority preference and popular demand. First the middle classes and then the lower classes won the right to vote in countries of Western Europe. The rise of the middle class further advanced the principle of constitutionalism. Majoritarianism ultimately brought mass political parties, electioneering, and appeals to the "common man."

NOTE: This chart is adapted from one developed by history instructor Neal Frey and is used by permission.



Students read excerpts from Dickens's *Oliver Twist, Hard Times,* and *Bleak House,* provided in Appendix III-1. What problems does Dickens reveal in his depiction of working conditions and in the attitudes of such characters as Mrs. Pardiggle and Mr. Gradgrind? What generalizations, based on the readings, might be made about the lives of many children during early periods of the Industrial Revolution? Some teachers read the passages aloud, then follow the readings with classroom discussion; others prefer to select students to read the passages interpretively to the class.

Chapter 1 and LEP students benefit from such strategies as Headlines and Telegrams. In the former, students are given strips of paper on which they write a newspaper headline capturing the essence of the text or source they have read. On several 1-inch strips, they write short phrases or key words that present the main elements of the reading. When students stand to deliver their oral reports, the headline and phrases are not read aloud but are used as prompts to help students retell and explain to the class the material read.

In the latter strategy, students write mock telegrams summarizing their reading. Since the cost per word keeps telegrams terse and to the point, students must analyze their reading and select the salient elements and issues. Both strategies have proved to be successful with some students because the strategies require both written and oral language.

B

Developing the Topic

As a result of these readings, the teacher poses additional questions for a written homework assignment. For example:

- What effects might the writings of Dickens have had on you if you had been (a) a lower-class factory worker; (b) a factory owner; (c) a member of Parliament; or (d) a prosperous farmer? Explain your reasoning.
- What historical or contemporary authors have written in protest against practices of government or industry? Can you name any who have had impact on social or legislative reform?
- How are business leaders or captains of industry most commonly portrayed in popular films, television programs, and fiction? Give examples to support your ideas. Are there fair or accurate portrayals? Students may briefly interview prominent business leaders or manufacturers in the local region for their opinions regarding this issue.

- Do you think Dickens exaggerated workers' conditions for dramatic effect or presented a factual picture of their lives? Explain, citing primary source materials for support.

Together with literary sources, students should examine primary source materials reflecting the lives of workers, in particular the lives of the women and children who formed the majority of textile factory workers in the 1700s and 1800s. In 1832 Parliament investigated working conditions, especially the treatment of children. Appendix III-2 contains excerpts from testimony about labor conditions of the times. The first excerpt deals with the Sadler Commission of 1832 and the textile industry; the second records testimony delivered before the Ashley Mines Investigation of 1842. These two factual documents should be compared to the literary excerpts used earlier. Do they contradict or validate the points of view of Dickens? Why would an author choose to set forth social information in the form of a novel, as opposed to an essay or news article?

This study provides opportunities for debates and role playing. For example:

- Students take roles as small farmers or members of an English family during the Industrial Revolution and discuss whether to stay on the land or move to a town.
- As members of a town council in an English industrial town, students debate the improvements the town needs and what its treasury can afford.
- Members of the class act as Luddites and tell what made them want to destroy machines and what they hoped to accomplish.

Slums such as these existed in many major cities of Europe and America during the Industrial Revolution. This photograph was taken at the inner court of a dwelling on Baxter Street, New York City, around 1900. Courtesy of the Library of Congress.

- Students enact a British commission investigating factory conditions around 1820. Commission members, factory owners, foremen, child workers, and adults who have worked as children may be included in the cast.

The examples may be modified as writing activities using the excerpts in Appendix III-2 as models. Students investigate Britain's 1833 Factory Act and present a factory inspector's report on two different dates: just after the Act went into effect, and a date ten years later.

Appendix III-3 and the related maps provide excellent material for combining the study of geography and the Industrial Revolution. Further activities related to geography may be found in "Extended and Correlated Activities."

C

Culminating the Topic

Students do a creative writing project of their own, based on historical evidence: a simulated diary entry, letter, or journal notation dealing with the same issues raised by Charles Dickens. Once students begin to see the power of literature to interpret history, they are ready to move on to other artistic experiences.

Extended and Correlated Activities

> *Classicism is health; romanticism is disease.*—Johann von Goethe
>
> *Classicism is method; romanticism is energy.*—George Saintsbury
>
> *Classicism is the collective attitude; romanticism is the individualistic.*
>
> —Donald Ferguson

Romanticism's growth during the nineteenth century seemed to match the force of the new engines of industrial progress. In a move away from the formality and restraint of classicism, this new movement gave rise to a relentless questioning, self-doubt, and even escapism, as the goal of the artist became individual experimentation. The pace of change—technological, economic, social, artistic—was quickening, and some artists began to feel themselves marginalized by a more materialistic society. Like the later impressionists, they tried to redefine their role and their art. It was clear to the artists that an old order was rapidly disappearing and that society was in a state of significant change. These artists laid much of the foundation for the art and literature of more modern times.

Romanticism stood in direct contrast to the reason, balance, and harmony preferred during the Enlightenment and classicism periods. Such poets as William Wordsworth (1770–1850), for example, began to feel that life, in general, and art, in particular, had become cold, remote, and machinelike. Romantics emphasized the emotions over reason and reflected the belief that humanity was basically good. Romantic writers desired a return to nature, whose power, energy, and quiet beauty they praised. They saw nature as the source of comfort and protection.

Though the idea had some basis in the writings of Rousseau, the romantic idealization of nature was a deliberate rejection of the Industrial Revolution and of the dirt and congestion of cities and industrial life. Through their emphasis on emotion, the romantics defied the technology and rationalism associated with industrialization. The essence of this romantic antirationalism is conveyed in William Wordsworth's poem "Lines Composed a Few Miles Above Tintern Abbey, 1798":

> One impulse from a vernal wood
> May teach you more of man,
> Of moral evil and of good
> Than all the sages can

Students would benefit from discussing the full ramifications of these lines, contrasting them with Ralph Waldo Emerson's observation that in nature there is a law for man and a law for thing.

Teachers who believe that romanticism is best introduced by comparing it with classicism may introduce lists of adjectives associated with each term:

Classical	*Romantic*
Balanced, regular	**Irregular, haphazard**
Universal, ideal	**Individual, local, exotic**
Moderate	**Extreme**
Disciplined	**Unruly, impulsive**
Restrained	**Restless, enthusiastic**
Reflective	**Spontaneous**
Rational, intellectual	**Sentimental, emotional**
Mind, head	**Heart, gut**
Dignified, stately, proud	**Lowly, humble, familiar**
Formal, orderly	**Informal, disorderly**
Objective	**Subjective**
Subdued, medium, even	**Loud, soft, colorful**
Contemplation, thought	**Dream, action**

Using a variety of dictionaries and other references, students share orally various definitions of classicism and romanticism. How does human life encompass characteristics of both ideas? How are the two outlooks in conflict with each other (e.g., mind vs. heart, reason vs. feeling, reflection vs. impulse)? What are some specific examples from life that can illustrate these ideas or conflicts?

Before discussing definitions or adjectives, some teachers introduce the terms through music and through slides or prints of art and architecture (see examples below).

Delacroix's *The 28th July: Liberty Leading the People*, with its fervent multiclass view serves as a kind of artistic statement for the "people's revolution" of 1830 against Charles X's Four Ordinances; in the same year, Hector Berlioz's *Symphonie Fantastique* premiered, to the horror of classicists, and Victor Hugo's romantic drama *Hernani* was produced, provoking riots in the theater. All three of these works are "larger than life" and overstepped the classical rules.

Despite general agreement on the nature of the movement, the romanticists themselves differed somewhat in their interpretations. The ideas of major British literary figures such as Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats illustrate the differences. For example, Byron and Shelley espoused a new code of morality that

Classical	*Romantic*
Music:	***Music:***
A movement from a Haydn symphony; Mozart's *A Little Night Music (Eine kleine nachtmusik)*	**Hector Berlioz's "Witches' Sabbath" or "March to the Scaffold" from *Symphonie Fantastique;* Franz Liszt's *Todtentanz* ("Dance of Death") for piano and orchestra**
Art:	***Art:***
David, *Marat*	**Delacroix, *The 28th July: Liberty Leading the People***
David, *Death of Socrates*	**Géricault, *The Raft of the "Medusa"***
Parthenon	**Chartres cathedral**
Jefferson's estate, Monticello	**Disneyland**

Franz Liszt

stressed the notion of a free man, unfettered by *any* restrictions; the individual who created his or her own destiny was glorified. In contrast, writers such as Coleridge and Scott represent a more conservative romanticism, blending tradition and a belief in orderly social institutions with flights of fancy and romantic emotion. William Wordsworth brought out the transcendental significance of the commonplace and mundane; he created a personal world of beauty through his closeness to nature and the harmony he treasured between man and nature. (Musicians of the era likewise fell into different camps, with such composers as Franz Schubert, Felix Mendelssohn, and Johannes Brahms among the conservatives and Hector Berlioz, Franz Liszt, and Richard Wagner leading the more radical contingent.)

Students analyze and discuss the two poems by Percy Bysshe Shelley and John Keats which appear in Appendix III-4. After reading these two poems, students may discuss the readings in light of such questions as: What does Shelley mean by "unpremeditated art?" How does this term reflect the romantic ideal? How do intellect and reason compare to nature in "To a Skylark"? What image does Keats create in his poem? How does he create this image? What romantic characteristics do these two poems convey?

The study of romantic writers may be correlated with English–language arts classes. Works studied may include those of William Wordsworth, William Blake, Robert Burns, Lord Byron, François de Chateaubriand, Samuel Taylor Coleridge, Alexandre Dumas, Johann Wolfgang von Goethe, Victor Hugo, George Sand, Friedrich von Schiller, Sir Walter Scott, and Alfred, Lord Tennyson. In addition to studying the imagery and meaning of selected works, students in language arts classes may research the specific circumstances or events that prompted the writings under discussion. In some classrooms, students research or read from literary criticism or *belles-lettres* to understand how others have responded to the works of romantic poets. By learning about the poets themselves, students discover how the romantics influenced each other in their writings and outlooks.

Students may formulate a definition for romanticism based on the excerpts they have read. Definitions can be recorded and later revised and extended after students have examined art of the romantic period more deeply.

Gilbert and Sullivan on Classicism and Romanticism

The Victorian duo of W. S. Gilbert (1836–1911) and Arthur Sullivan (1842–1900), renowned for a series of witty and tuneful musical satires, mocked many of the issues, fads, and institutions of their day. Their *Iolanthe* (1882) was a devastating lampoon on the House of Lords that included sidelong thrusts at romantic and classical temperaments. In the scene below, Strephon, a romantic young shepherd, confronts the legalistic Lord Chancellor; it seems that Strephon has ardently sought and won the hand of the fair Phyllis without the consent of her legal guardian, the Lord Chancellor himself.

Lord Chancellor Now, sir, what excuse have you to offer for having disobeyed an order of the Court of Chancery?

Strephon My Lord, I know no courts of Chancery; I go by Nature's Acts of Parliament. The bees—the breeze—the seas—the rooks—the brooks—the gales—the vales—the fountains and the mountains, cry "You love this maiden—take her, we command you!" 'Tis writ in heaven by the bright barbèd dart that leaps forth into lurid light from each grim thundercloud. The very rain pours forth her sad and sodden sympathy! When chorussed Nature bids me take my love, shall I reply, "Nay, but a certain Chancellor forbids it"? Sir, you are England's Lord High Chancellor, but are you Chancellor of birds and trees, King of the winds and Prince of thunderclouds?

Lord Chancellor No. It's a nice point. I don't know that I ever met it before. But my difficulty is that at present there's no evidence before the Court that chorussed Nature has interested herself in the matter.

Strephon No evidence! You have my word for it. I tell you that she bade me take my love.

Lord Chancellor Ah! But my good sir, you mustn't tell us what she told you—it's not evidence. Now an affidavit from a thunderstorm, or a few words on oath from a heavy shower, would meet with all the attention they deserve.

Strephon And have you the heart to apply the prosaic rules of evidence to a case which bubbles over with poetical emotion?

Lord Chancellor Distinctly. I have always kept my duty strictly before my eyes, and it is to that fact that I owe my advancement to my present distinguished position.

After students have a basic understanding of classicism and romanticism and have seen representative art and heard musical examples of each, they may analyze other paintings by romantic artists in order to see how art both reflects and affects society. Through art, students learn to understand the values both of the artist and the society as well as the social conventions and political practices of an era. Through close attention to the details, themes, and style of an artist's work, students obtain a better understanding of a historical period. The following questions should be considered in relation to selected pieces of art:

1. In what ways does this work of art convey a viewpoint about the politics, society, or the people of a historical period?

   How do the objects, figures, or activities depicted in the work of art help convey this viewpoint?

   How does the artist's style, compared to artworks of previous eras, reflect a change or continuity of viewpoint or attitude?

2. In what ways does the artist convey emotion in this work of art?

   What are the emotions or attitudes depicted, and how does the artist convey them?

   How does this work of art differ in the communication of emotion from artworks made in a previous generation?

3. To what extent is the artwork a historical document?

   Does the artwork depict a specific historical event?

   Is the depiction accurate, according to a reading of the event, or is it symbolic?

   How do the objects, figures, or activities depicted in the artwork contribute to an understanding of the event?

The teacher divides the class into five groups and assigns each group one of these five works by artists of the romantic period:

- *The Raft of the "Medusa,"* Théodore Géricault, 1819
- *Execution of the Citizens of Madrid, 3 May, 1808,* Francisco de Goya, 1814–15
- *Slave Ship,* J. M. W. Turner, 1839
- *The 28th July: Liberty Leading the People,* Eugène Delacroix, 1830

- *Plowing in Nivernais*, Rosa Bonheur, 1849

Each group is given a print of the work or a reproduction in a reference book. The groups also receive lists of questions to use in studying the print. Questions used may be those applied to the Daumier work or others that help explain the artwork, provide students with enhanced understanding of the time period, increase the students' awareness of the artist's style, and explain the work's aesthetic aspects. (Appendix III-5 presents background information on the five paintings and may be used by teachers or students.)

When student groups present the results of their research, they may want to develop a presentation or performance in addition to their written material. These can take many forms, such as a tabletop display with illustrative prints, objects, and captions; an interview with the artist about the painting by a local newspaper reporter; a panel discussion of the artwork from various points of view—neoclassical, romantic, realistic, symbolic; an auction of the artwork that emphasizes its value in various ways.

Romantic musical creativity was so fervid during the nineteenth century that the romantic outlook prevailed far beyond the 1800s, dominating concert programs and film music well into the twentieth century. Even today, modern motion pictures employ symphonic romanticism to such an extent that, in the popular mind, the romantic musical vocabulary constitutes the whole of the so-called classical sound (e.g., John Williams's scores for the *Star Wars* trilogy). Figure III-2 lists representative musical masterworks of nineteenth-century romanticism.

The Berlioz excerpts cited earlier in this section are an essential introduction to romantic music. Hector Berlioz's creation of the *Symphonie Fantastique* was prompted by the composer's unrequited ardor for a young actress. The symphony is a kind of grand romantic manifesto infused with an unprecedented display of passion and nervous excitement. Berlioz himself stands as a symbol of one type of romantic artist: the young rebel who is a master of his art yet flaunts convention and tends toward morbidity and excess.

Musically, the work is admired for advancements in orchestration and the ways in which a fixed theme *(idée fixe)* unifies all five movements of the symphony. Berlioz outlined a detailed program or story that listeners are supposed to associate with the music. In summary, it is concerned with an artist who, because of the reticence of a lady love, takes a narcotic and falls into a heavy sleep. Each movement of the symphony portrays the visions of his stupor, blending memory with nightmare. Garish and self-absorbed, the work climaxes in the last two movements, "March to the Scaffold" and "Dream of a Witches' Sabbath," which are good introductions to romantic fulmination.

Shorter selections from other composers may be more appropriate for some classrooms. For example, through the works of Frédéric Chopin (1810–1849), students can experience the poetic, intimate nature of the *character piece* of the piano. The term refers to a short composition, usually for piano solo or for piano and one other instrument, designed to express a definite mood, emotional state, or story idea. Generic titles assigned to character pieces can suggest brevity (e.g., *moment musicaux*), casualness (e.g., *impromptu, bagatelle*), structural freedom (rhapsody), as well as poetic references ("Songs Without Words," *nocturne*). Many character pieces are written in the ternary form of A-B-A, which includes two contrasting moods, usually dramatic and lyrical; the dominant mood opens and closes the piece. The romantic character piece is one of the best examples of music as an abstract gesture of the spirit, a mirror of the inner person.

In many ways, Chopin's personality and output typify romantic tendencies, dispositions, impressions, and musical rhetoric: the nearly schizophrenic sickliness of the artist, the mixture of high sensitivity with genteel dissipations, the genius far removed from the madding crowd, the expression of both delicate and bold emotions, the combination of decorous melody with virtuosic display.

Chopin's artistic nature always prevailed, even in his attempts to be pragmatic. His etudes (studies) were planned to provide technical exercises for the musical amateur through compositions that were musically and artistically satisfying. "A virtuoso has everything open to him," wrote Chopin to an acquaintance. "But a poor fellow who cannot play anything except exercises, whose fingers are as though tied, needs beautiful exercises that will save him from becoming disgusted with music. I have tried to write some of this kind, but haven't been successful, because for the beginner anything is too difficult."[2]

One of the most famous etudes, op. 25, no. 1, in A-flat major, frequently serves as an introduction to Chopin's music. Its even, bell-like melody in the treble is set amidst arpeggiated harmonies that create the rippling effect that prompted its familiar name, "the

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[2] Caine Adler, in liner notes to *Vladimir Ashkenazy: Chopin Etudes, Opus 10 and 25.* New York: London Records, 1975, CS6844, Library of Congress Catalogue No. 74-750382.

Figure III-2

Romanticism in Nineteenth-Century Music: A Sampler of Representative Composers and Their Works

Amy Beach (1867–1944)	Concerto for piano and orchestra; assorted piano pieces
Hector Berlioz (1803–1869)	*Symphonie Fantastique;* "Royal Hunt and Storm" from *Les Troyens*
Alexander Borodin (1833–1887)	"Polovtsian Dances;" "In the Steppes of Central Asia"; String Quartet in D Major
Johannes Brahms (1833–1897)	*A German Requiem;* songs such as "Vergebliches Ständchen"
Cecile Chaminade (1857–1944)	Piano pieces; Concertino for Flute and Orchestra
Frédéric Chopin (1810–1849)	Various character pieces for piano, e.g., nocturnes, waltzes, polonaises, etudes, etc.
Franz Liszt (1811–1849)	*Les Preludes;* selected piano pieces (e.g., "Liebestraume") *Todtentanz* for piano and orchestra
Felix Mendelssohn (1809–1847)	Overture to *A Midsummer Night's Dream; The Hebrides (Fingal's Cave);* Violin Concerto; *Elijah*
Nicolai Rimsky-Korsakov (1844–1908)	*Scheherazade;* "Flight of the Bumble Bee"
Camille Saint-Saëns (1835–1921)	*Samson et Dalilah,* especially Act IV; Violin Concerto no. 3

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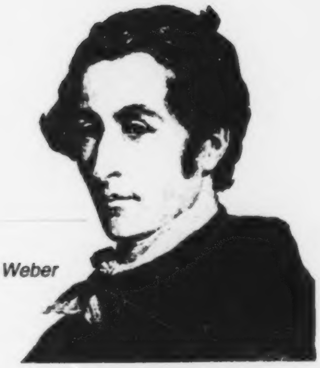
Richard Wagner


Carl Maria von Weber

Franz Schubert (1797–1828)	Selected songs, e.g., “The Erlking,” “Gretchen at the Spinning Wheel,” “The Youth to the Brook”
Clara Schumann (1819–1896)	Romances for violin and piano; numerous songs
Robert Schumann (1810–1856)	Selections from piano works, e.g., *Carnaval* (“Chopin,” “Harlequin and Columbine”)
Johann Strauss, Jr. (1825–1899)	“Tales from the Vienna Woods;” “Beautiful Blue Danube”
Peter Tchaikovsky (1840–1893)	Overture to *Romeo and Juliet;* ballet music, e.g., *Sleeping Beauty; 1812 Overture*
Giuseppe Verdi (1813–1901)	Operatic selections, e.g., *Aida, Rigoletto, Il Trovatore*
Richard Wagner (1813–1883)	Bridal scene from *Lohengrin;* tone poems from the music dramas, e.g., “Ride of the Valkyries,” “Siegfried’s Rhineland Journey,” “Siegfried’s Funeral March” from *Die Götterdämmerung*
Carl Maria von Weber (1786–1826)	Overture to *Der Freischütz*

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Aeolian Harp Etude," a reference to a boxed harp, hung in trees, that produces a sequence of rising and falling harmonies whenever the wind blows through it. More dramatic is the Etude op. 10, no. 3, in which a meditative, perhaps wistful melody is contrasted with a chromatic, more intense middle section. It is structured in the typical A-B-A form.

Other Chopin works for consideration include the widely performed "Military Polonaise" in A Major (op. 40, no. 3). Its martial rhythms, double glissando passages, and persistent, climactic rise give the piece a vitality often associated with music of the Napoleonic and post-Napoleonic age. Of the famous preludes for piano (op. 28), nos. 4 and 7 provide good contrasts in musical character: no. 4 (E minor) has been described as pensive, languid, and sad; no. 7 (A major) is a work of bright charm, dominated by elegance and grace. Both have been used in motion pictures and television commercials over the years. The Nocturne in B-flat Minor (op. 9, no. 1) suffers less from overexposure and suggests the romantic fascination with moods of the night: shadows, veiled colors, tender emotions, sleep, sleeplessness, blurred outlines, solace, and longing.

Most music of this style was intended for attentive rather than casual listening. Teachers should lead students in approaching this music as a primary source, requiring the same thoughtful examination, reserved prejudices, and empathy they would give to a historic artifact or editorial. As such, the exposure constitutes an essential learning experience for young people.

Schools may want to seek out professional pianists in the local region for live demonstrations of the music. Recordings of the works cited, as well as some books on Chopin's life, are listed in the "Visual and Performing Arts Resources" for this unit. Teachers are encouraged to seek the best audio technology available when playing tapes or compact discs for students, since sound quality is as important to musical enjoyment as clarity and true colors are to viewing art prints.

Interested students may research two subsidiary movements related to nineteenth-century romanticism: exoticism and nationalism. Some of the most interesting examples of romantic music are related to these two themes, such as Léo Delibes's opera *Lakmé* and Bedrich Smetana's tone poem *The Moldau.* Joseph Machlis and Kristine Forney's textbook *The Enjoyment of Music* is suggested as a resource for student research, since the authors incorporate sufficient background information and explain musical examples (see "Visual and Performing Arts Resources").

As an outgrowth of their introduction to classicism and romanticism, students select a project that draws on their understanding of the two concepts:

- Draw two sketches of the same object, one showing a classical version, the other a romantic one.
- Find music, painting, sculpture, architecture, and gardens that exemplify the two styles, and explain how classical or romantic features are evident.
- Find music, painting, sculpture, architecture, and gardens that *combine* features of both styles, and explain how the combination enhances or spoils the artist's work.
- Write a critique of two popular television shows or motion pictures, discussing how the selected samples exemplify classicism and romanticism, respectively.
- Write a critique of contemporary popular culture, and judge it as classical or romantic in its tendencies, preoccupations, and dispositions.

Activities for Other Topics

Students collect magazine and newspaper clippings on problems faced by industrialized, urbanized societies today and provide suggestions or actions for solving them. Problems in the following areas might be considered: water and air pollution; public housing projects; parks and playgrounds; public transportation; slum clearance; care of the mentally and physically ill; unemployment caused by industrial and technological changes; job training and retraining; a broad range of social services; beautification and preservation projects; and destruction of historic or aesthetic real estate for the purpose of industrial or related use. If students are conducting ongoing research projects begun during Unit I and have yet been unable to determine a topic they like, this activity can be the genesis for their selection.

Many inventions that originated during the Industrial Revolution made everyday life much easier but much faster paced. The growing comfort of daily life created a steady need for more new inventions. To illustrate this phenomenon, students invent something that will help make their lives easier or more productive. Each of their inventions should be suited either to the region where they currently live or to an area of their choosing. The invention need not be an actual, physical creation; it could be instead a written and illustrated description.

Students can debate the validity of Thomas Malthus's theory of the perils of population growth. While the predictions of this eighteenth-century clergyman did not come true during the Industrial Revolution as some people believed they might, some would argue that they are starting to come true now. Students research Malthus's *An Essay on the Principle of Population* or a synopsis of the theory espoused in the book; library research will be necessary outside of class. They accumulate evidence to support or refute his proposition. A class debate is one possible outcome of this research. A concise explanation of Malthusian theory may be found on pages 327–328 of *Torn by the Issues,* listed under "General Resources" in this unit.

So that students develop an understanding of the geographic concepts of dispersed and concentrated location patterns, they collect data on their school district. They should note that the elementary schools are more dispersed than middle or high schools. What explains this characteristic? After students collect data, they may make a map of the school district and the bordering district to observe the patterns.

Students research the effects of the Industrial Revolution on a city and its surrounding environment. Possible cities to research include Manchester, England; Tokyo, Japan; and Pittsburgh, Pennsylvania. Students then construct a chart for each city, illustrating its population growth during the last 100–200 years, major industries, and environmental problems. After researching their cities, students may suggest possible solutions to these problems.

Students may consider several geographic questions relative to the Industrial Revolution. For example, what traditions and holidays are observed today that reflect both agrarian and industrial economies? Consider state and county fairs; the holidays of Thanksgiving, Labor Day, and Arbor Day; the traditional school year versus the year-round school year.

Students research the meanings of the terms *First World, Second World, Third World,* and the role played by the Industrial Revolution in prompting this method of viewing the world. How did the Industrial Revolution change the structures of cities and families?

Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that writers of the *Course Models* suggest as essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies.

Resources for the Sample Topic

Ashton, Thomas S. *The Industrial Revolution, 1760–1830* (Reprint). Westport, Conn.: Greenwood Press, 1986. Ashton's book is a well-written and balanced survey of the Industrial Revolution in Britain and the shift from home manufacturing to large-scale factory production.

*Barber, Elizabeth Wayland. *Women's Work—The First Twenty Thousand Years: Women, Cloth and Society*. New York: W. W. Norton, 1994. Cloth production and women's workforces have been linked over many years. Barber examines this phenomenon and the reasons for it. She also discusses the impact of technological revolutions.

*Beard, Charles. *The Industrial Revolution* (Originally published in 1927).Westport, Conn.: Greenwood, 1969 Beard describes England at the onset of the Industrial Revolution and discusses the new production techniques adopted and the new order established during this time. His conclusions support the argument that industrialism should be tied to humanity and education and not greed. Despite its age, this text is worthwhile for serious students of the Industrial Revolution.

Collins, David R. *Tales for Hard Times: A Story About Charles Dickens.* Illustrated by David Mataya. Minneapolis, Minn.: Carolrhoda Books, 1990. This is the story of the life of Charles Dickens, who began his adult life as a warehouse worker (pasting labels onto pots of boot polish) and went on to become one of the most popular English writers. Dickens's rise from poverty to upper-class English society in the nineteenth century is vividly recounted. Intended for somewhat younger readers, the book is suggested for LEP students or students interested in a modest, easy-to-read biography.

Dale, Henry; Rodney Dale; and Rebecca Weaver. *The Industrial Revolution.* New York: Oxford University Press, 1992. The authors describe how developments in the harnessing of wind, water, and steam and methods of transport such as canals, roads, and railroads have changed the way we work and play. No prior knowledge of the subject is assumed. See also *Early Flying Machines,* by Henry Dale, and *Machines in the Home,* by Rebecca Weaver and Rodney Dale.

**Dickens, Charles. *Hard Times.* Various editions. This novel is an indictment against the inhumanity of Victorian industrial society as well as utilitarianism, a philosophy of pragmatism that was embraced by many members of the middle class. In the novel, workers are exploited by harsh working conditions as well as an inhumane educational system based on utilitarian principles that supports their oppression. See also Dickens's *Oliver Twist,* a scathing fictional account of mid–nineteenth-century underclass and working-class life, written at a time when Great Britain was rapidly becoming the industrial master of the world. Dickens's *Bleak House* is likewise recommended.

Fix, Philippe. *Not So Very Long Ago: Life in a Small Country Village.* New York: Dutton Children's Books (Penguin Books), 1994. Fix has researched the setting of a rural European town a century ago, describing more than 20 different artisans and tradespeople. The joyful illustrations convey not only the colorful activities of the time, such as the exciting performance of traveling performers, but also the mundane ones as well, such as the work of a glassblower in his fire-lit workshop. Although the book is for younger readers, its depiction of daily life in the early Industrial Revolution is enjoyed by some older students for its engaging detail.

Industrial Revolution. LIVING HISTORY series. Edited by John D. Clare. New York: Harcourt Brace (Gulliver Books), 1994. The Industrial Revolution is brought to life through an innovative computer technique that combines breathtaking photographs of real locations with artifacts, costumed actors, and painstakingly detailed miniature models. The book contains fact-filled text and maps of the world in 1914, the north of England in the nineteenth century, Europe in 1750, and the United States in 1914.

***The Industrial Revolution in Britain—Triumph or Disaster?* PROBLEMS IN EUROPEAN CIVILIZATION series. Edited by Philip A. M. Taylor (Revised edition). Lexington, Mass.: D. C. Heath, 1970. Taylor has selected excellent writings of scholars responding in varying ways to the title question. It is available in paperback and is suggested for teachers and serious students.

*Pike, E. Royston. *Hard Times: Human Documents of the Industrial Revolution.* New York: Praeger, 1966. Although this book is out of print, it describes one of the most exciting and significant periods in modern history and the people who made it happen.

**Rosenberg, Nathan, and L. E. Birdzell, Jr. *How the West Grew Rich: The Economic Transformation of the Industrial World.* New York: HarperCollins (Basic Books), 1986. In this synthesis of economic history, two scholars argue that it is the political pluralism and the flexibility of institutions—not corporate organization and mass production technology—that explain the unparalleled wealth of the West. Chapter 5, "The Development of Industry: 1750–1880" is especially valuable for teachers when preparing this unit. The book is recommended to teachers and serious students as background reading.

General Resources

Austen, Jane. *Pride and Prejudice*. Various editions. This story of manners and morals takes place in rural England during the early part of the nineteenth century, before the Industrial Revolution has succeeded in changing the Bennet family's middle-class lifestyle. The principal characters are four young sisters whose mother's main concern is landing them suitable husbands with large incomes. The believable characterizations, age-old predicaments, and wittily comic style make this Austen classic a favorite with younger readers. Her *Northanger Abbey*, an earlier and shorter novel, is an amusing spoof of the gothic romances of the day.

Bell, John F. *A History of Economic Thought: A Structured Approach to the Data Communications Environment* (Second edition). Melbourne, Fla.: Krieger Publishing, 1980. Bell examines economic history through organization of the data communications environment.

Capitalism and the Historians. Edited by Friedrich A. Hayek. Chicago: University of Chicago Press, 1963. Marxist scholarship has been notably influential in modern-day interpretations of the Industrial Revolution. Hayek, one of capitalism's most ardent and provocative advocates, brings together a range of essays by various scholars who dispute some of the common presumptions or conclusions about the era. This book is suggested as background reading for teachers. It is available in paperback.

Court, William H. *Concise Economic History of Britain from 1750 to Recent Times*. Cambridge, U.K.: Cambridge University Press, 1954. This is a review of England's economic development through the eighteenth and nineteenth centuries. Although the book is out of print, it may be obtained in some libraries.

Deane, Phyllis. *The First Industrial Revolution* (Second edition). New York: Cambridge University Press, 1980. Deane describes the social and economic changes brought about by the extensive mechanization of production systems in England that began in the middle of the eighteenth century.

The Essential Blake. Edited by Stanley Kunitz. New York: Ecco Press, 1987. This collection of Blake's poetry and prose records the sufferings of the enslaved, the laborers, and the children during the rising industrial age. Also included is information on Blake's unhappy life and the motivations for his social criticisms.

Flaubert, Gustave. *Madame Bovary*. Various editions. The title character is a woman who is destroyed by her own romantic longings as well as by the middle-class society in which she lives in mid–nineteenth-century France. The novel depicts provincial French life and society that is being altered by the economic and social developments of the Industrial Revolution.

Haber, Louis. *Black Pioneers of Science and Invention*. New York: Harcourt Brace Jovanovich, 1970. A good book for teachers to read to the class, Haber's work includes information on the inventions of Elijah McCoy, Jan Earnst Matzeliger, and Granville Woods. The emphasis is on U.S. history rather than world history.

Ignatieff, Michael. *A Just Measure of Pain: The Penitentiary in the Industrial Revolution 1750–1850.* New York: Penguin, 1989. This book is a strong probe into the rise of the prisons that replaced public punishments, a shift that occurred during the Industrial Revolution. The writing is advanced and can be a bit tedious to read, but the ideas and subject are interesting and relevant.

I Will Not Bow My Head: Documenting Women's Resistance in World History. Edited by Lyn Reese. Berkeley, Calif.: Women in the World Curriculum Resources, 1994. Over 60 primary sources contained in this collection reveal the defiant or resistant voices from diverse historical periods and cultures. Background information, follow-up questions, activity suggestions, and illustrations are included. This is one of the most useful one-volume collections for classroom use and is appropriate at more than one grade level. Recommended for this unit is "The Women's War: British in Nigeria."

Klemm, Friedrich. *A History of Western Technology.* Cambridge, Mass.: M.I.T. Press, 1964. Contemporary writings describe the history of technology from Greco-Roman times to the twentieth century. Included is a selection from Adam Smith's *The Wealth of Nations;* the text of James Watt's 1769 patent; descriptions of Manchester and other British industrial cities by English, Swiss, and German visitors; a selection from Karl Marx's *Das Capital;* and an autobiography.

Llewellyn, Richard. *How Green Was My Valley.* New York: Macmillan, 1987. In this novel, miners in a Welsh mining town work long hours to eke out a living. The focus of the story is on one family and their efforts to provide an education for the youngest son so he can escape the long life of drudgery of going down into the pits.

Mallock, William Hurrell. *A Critical Examination of Socialism.* New Brunswick, N.J.: Transaction Publishers (Rutgers—The State University), 1990 (Reprint). First published ten years before the Bolshevik Revolution, Mallock's work is an important effort to refute egalitarian economic and political doctrines. This book, along with such works as Sidney Webb's *Socialism in England,* George Bernard Shaw's preface to his play *Man and Superman,* and Robert Louis Stevenson's essay "The Day After Tomorrow," is representative of the nineteenth-century debate over socialism. Mallock and Stevenson argue to refute the assertions of Webb and Shaw, both of whom were ardent socialists. Various reprints of the Webb and Shaw books are available: Transaction's reprint of Mallock's book is one of a kind. Stevenson's essay, contained in *Selected Essays of Robert Louis Stevenson,* edited by George Scott-Moncrieff (Regnery Gateway, 1989), may be obtained by calling (800) 462-6420.

Mantoux, Paul. *The Industrial Revolution in the Eighteenth Century: An Outline of the Beginnings of the Modern Factory*

System in England. Chicago: University of Chicago Press, 1983. The beginning years of the Industrial Revolution in England are examined. Mantoux discusses the old type of industry, the domestic system, the new inventions and factories, and the immediate consequences of industrial change.

Morris, William. *The Roots of the Mountains.* London: George Prior Publishers, 1979. The father of the twentieth-century school of mythmakers, Morris created complete mythical worlds set in distant, northern regions in a purer, simpler age. In an uplifting account of an almost utopian community, he tells of epic quests, heroic deeds, and love.

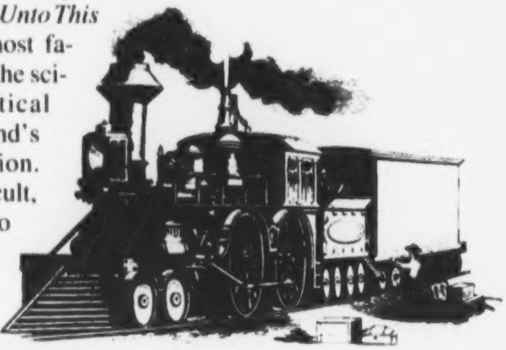
O'Brien, Robert, and editors of *Life* magazine. *Machines.* New York: Time-Life Books, 1964. The subject of this book is the "American dream" and its realization by means of machines. In an entertaining way, the authors trace the historical development of machines to the 1960s. This book is out of print but available in libraries.

Platt, Richard. *Smithsonian Visual Timeline of Inventions.* New York: Dorling Kindersley Publishing, 1994. Charting a broad history of human ingenuity, this uniquely visual time line features more than 400 inventions that have changed world events. Each invention is placed in its social and historical context; students see, for example, how the steam engine influenced transportation during the nineteenth century. The book is a useful student resource in both tenth and eleventh grades.

Pomerance, Bernard. *Elephant Man.* New York: Grove-Weidenfeld, 1987. This drama is based on the true story of a horribly disfigured man with a fine mind and a gentle soul who finally gains a benefactor after being exploited as a freak. It offers the reader a bleak look at a level of society which, for the most part, has lost all hope.

Rooke, Patrick. *The Industrial Revolution.* New York: John Day, 1972. Photographs and drawings in this book, shared with the class, will help illuminate the first Industrial Revolution. Focusing mainly on Great Britain, with one chapter on the United States, the author explains why the revolution happened in the nineteenth century.

Ruskin, John. *Unto This Last and Other Writings.* Edited by Clive Wilmer. New York: Penguin, 1985. The famous critic and art theorist was one of the loudest voices in opposition to injustice and inhumanity, and *Unto This Last,* perhaps his most famous work, attacks the science of the political economy of England's Industrial Revolution. The reading is difficult, but not much more so than Shakespeare.



Stone, Irving. *Passions of the Mind.* New York: Signet, 1972. One of the author's many biographical novels, this book is concerned with the life and times of Sigmund Freud. The great psychologist was motivated by all aspects of human behavior, not the least of which were the effects of an industrial society on the human psyche.

Torn by the Issues. Edited by Stephen Maguire and Bonnie Wren. Santa Barbara, Calif.: Fithian Press, 1994. This is a quick-reference work that encapsulates vast information on watershed issues in American life. It is listed here for its concise, easy-to-understand descriptions of the Malthusian theory, cited in the "Extended and Correlated Activities" section for this unit. Librarians and students in grades nine through twelve will find this a useful reference work. Grade ten students will find the book useful in researching some world history topics.

*Turgenev, Ivan. *Fathers and Sons.* Cutchogue, N.Y.: Buccaneer Books, 1987. Turgenev was very much aware of the rapid industrialization of the world outside Russia, and this book was his indictment against the backwardness and despair that he saw all around him. The story depicts generational differences: The younger generation feels frustrated at not being able to change the attitudes of the older generation. The term *nihilism* owes its origins to this novel.

Victorian Women: A Documentary Account of Women's Lives in England, France, and the United States. Edited by Erna O. Hellerstein, Karen Offen, and L. Hume. Stanford, Calif.: Stanford University Press, 1981. The impact of the Industrial Revolution on the workdays, priorities, and aspirations of women is reflected in the primary sources contained in this collection. Available in university libraries, the book is useful for teachers and serious students.

Wade, Mary Dodson. *Ada Byron Lovelace: The Lady and the Computer.* New York: Dillon Press, 1994. One hundred years before the invention of the computer, a beautiful and eccentric noblewoman wrote the first computer program. The daughter of poet Lord Byron, Ada never really knew her dashing, irresponsible father. Yet as a result of her mother's supportive attention and through her gifts and hard work as a mathematician, she wrote a program to perform calculations on a machine that would never be built in her lifetime: the digital computer. Wade's biography is enjoyable reading for tenth graders and is neither difficult nor lengthy. The list of sources on pages 119–121 is helpful for students doing further research.

Wells, H. G. *The Time Machine* and *The Invisible Man.* Various editions. These two late nineteenth-century novellas provide evidence that at least some authors were looking beyond the magnificent technical accomplishments of the past century and were imagining further extensions of advancing industrialism.

William Blake: Selected Poetry and Prose. Edited by David Punter. New York: Routledge, 1988. This fine collection includes selections from Blake's early *Songs of Experience* as well as his late prose. The editor has included critical commentary and notes to assist the reader in understanding Blake's style and his reformist notions.

Zola, Emile. *The Debacle.* New York: Penguin, 1973. The last of a 20-book series of novels in which Zola chronicled the lives of the Rougon-Macquart family, it tells the story of the disastrous Franco-Prussian War and the Paris Commune that followed. There are fictional characters, but historical figures such as Napoleon III, Marshal Bazaine, and Leon Gambetta also make appearances. Zola points out how far the French were behind the Prussians in the development of their war machine.

Zola, Emile. *Germinal*. New York: Penguin, 1954. This is one of the early novels in Zola's Rougon-Macquart series. The story concerns French miners who suffer from poor food, poor sanitation, and hopelessness.

Visual and Performing Arts Resources

Blume, Friedrich. *Classic and Romantic Music: A Comprehensive Survey.* Translated by M. D. Herter Norton. New York: W. W. Norton, 1970. Blume examines the concepts of *classic* and *romantic* as they apply to music in their historical contexts. He discusses the different interpretations the terms have undergone and the stylistic characteristics of both types of music. This is a serious but approachable study for teachers and serious students. It is available in paperback.

Chopin, Frederic. Works for piano. Various recordings, artists, and dates. Music aficionados have strong opinions regarding the best or most accurate interpreters of Chopin's music. Teachers are referred to the classical sections in large record stores for an array of possible sources. Two of Arthur Rubinstein's recordings for RCA, *The Chopin I Love* and *The World's Favorite Chopin*, are available on cassette (RK-1172 and RK-1302) and provide excellent introductions to Chopin's more popular pieces. Rubinstein's more extensive *Chopin Collection* comprises 11 compact disks. Marta Argerich, Jose Iturbi, and Vladimir Ashkenazy join numerous other concert stars in providing options for interested teachers and students. Some students enjoy comparing and discussing two or three different artists' interpretations of the same work.

Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ 08543-2053, (800) 257-5126. Programs on video obtainable from this company are wide-ranging and appropriate for several units featured in the *Course Models* for grade ten. *THE INDUSTRIAL REVOLUTION* is a six-part series that examines where it began and where it has had the most striking effects, namely Great Britain. The individual programs, which follow a case-study approach to industry, transportation, and settlement, examine the chronology of the main events and the relationships between them. Some of the titles include *Harnessing Steam, The Railway Age*, and *The Growth of Towns and Cities.*

Hobbs, Jack A., and Robert L. Duncan. *Arts, Ideas and Civilization* (Second edition). Englewood Cliffs, N.J.: Prentice-Hall, 1992. In Chapter 10 of this book, Hobbs and Duncan explore, in depth, the nature and context of the arts in the latter part of the nineteenth and early twentieth centuries. They discuss modernism as interpreted in the works of writers, philosophers, painters, sculptors, architects, and composers. Such themes as alienation, cruelty, and violence characterize the writings of Joseph Conrad and Dostoevsky, the paintings of Van

Gogh and Munch, and the music of Stravinsky. These preoccupations lay the groundwork for World War I and foreshadow World War II.

Huneker, James. *Chopin: The Man and His Music*. New York: Dover Publications, 1966. With keen insight, Huneker conveys intimate knowledge of Chopin's character and his music. In the first part of the book, the author examines Chopin's life, and in the second part, he discusses the entire body of his music, piece by piece. Music students, pianists, and music lovers will be equally interested in this reprint of a classic study.

Klingender, Francis D. *Art and the Industrial Revolution.* New York: Augustus M. Kelley, 1968. This reprint of a 1947 publication examines relationships between the arts and industrial technology during the nineteenth century. Klingender looks at sociological, cultural, and scientific events, with chapters on the railroad, construction of bridges and aqueducts, and the aesthetic concepts of the *sublime* and the *picturesque*. This book is available from public and university libraries.

Machlis, Joseph, and Kristine Forney. *The Enjoyment of Music* (Sixth edition). New York: W. W. Norton, 1990. For many years, this textbook has been a standard in music appreciation courses. Machlis's book, and works like it, contain useful information for students researching some of the more readily accessible works from the romantic repertoire.

Mittler, Gene A. *Art in Focus.* New York: Glencoe, 1994. Chapter 22, "A Time for Rebels: Art of the Later Nineteenth Century," and Chapter 23, "A New Vision: Art of the Early Twentieth Century," explore the art of the impressionists, including Cezanne, and the development of expressionism, through the works of Paula Modersohn-Becker and Kathe Kollwitz.

Osborne, Charles. *Letters of Giuseppe Verdi.* New York: Holt, Rinehart and Winston, 1971. The letters compiled in this book reveal several facets of Verdi's life and character: his firm refusal to allow the outside world to influence his relationship with Giuseppina Strepponi; his partisanship in favor of Italian independence; and his opinions of Bach, Beethoven, and Puccini, to name a few. Primarily, however, the letters, supplemented by Osborne's informative commentary, throw light on Verdi's methods of working. The book is available from public or university libraries.

Rogers, W. G. *Mightier Than the Sword: Cartoon, Caricature, Social Comment.* New York: Harcourt, Brace and World, 1969. This book presents a fascinating look at the past as Rogers describes the work of artists who have taken on the major issues of their era. It is a comprehensive history of artists, from the sixteenth-century Archimbaldo to Goya, Hogarth to Herblock, Daumier to Mauldin, and Tenniel to Thurber. The chapter on Daumier is particularly insightful as it also describes the era and discusses his influences. Though out of print, the book is available through libraries.

Shorewood Fine Art Reproductions, 27 Glen Road, Sandy Hook, CT 06482,

Giuseppe Verdi

(203) 426-8100. Full-color reproductions, 22"x 28," " (55.9 cm x 71.1 cm) mounted on cardboard or unmounted, laminated or unlaminated, are available for the correlated activities for this unit.

*Silver, Larry. *Art in History*. New York: Prentice-Hall, 1993. This wide-ranging volume traces the development of the visual arts throughout history, from the earliest cave painting to contemporary gallery installations. By focusing on carefully selected major monuments and cultures, the author illuminates the accomplishments of specific cultures at specific historical moments. While the majority of these "case studies" are of Western origin, the author has skillfully included works and monuments of other cultures in appropriate sections. For instance, the Kei School in medieval Japan and the art of Sung China are included in the chapter dealing with the medieval period; the Aztecs of ancient Mexico and the art of the Ife and Benin cultures are included in the chapter on the Renaissance. These examples are echoed in other chapters throughout this well-organized, beautifully illustrated book.

Sporre, Dennis J. *The Creative Impulse: An Introduction to the Arts* (Second edition). Englewood Cliffs, N.J.: Prentice-Hall, 1990. Chapter 12, "The Age of Industry," and Chapter 13, "The Twentieth Century" provide an outstanding discussion of the arts and culture of this era. Chapter 12 discusses the romantic movement as it entered the nineteenth century. Also included is a section on impressionism and postimpressionism as a reflection of a reaction to the Industrial Revolution. Chapter 13 discusses the development of expressionism and cubism in relationship to the politics and society of the era.

The University Prints, 21 East Street, P.O. Box 485, Winchester, MA 01890. This company offers 5-1/2" x 8" (14 cm x 20.3 cm) fully captioned prints that may be ordered in loose-leaf or custom-bound study sets for students. Numerous examples of works from the eras of the Industrial Revolution and World War I are available.

Wardroper, John. *The Caricatures of George Cruikshank*. Boston: David R. Godine, 1978. This book focuses on Cruikshank's satire and caricatures of Georgian England (1805–1834). Commentary accompanies the 120 reproduced drawings. Cruikshank took aim at Napoleon, the royal family, the fashions of the day, taxes, and every other aspect of Georgian life.

Wechsberg, Joseph. *Schubert: His Life, His Work, His Time*. New York: Rizzoli International Publications, 1977. Wechsberg portrays Franz Peter Schubert as a man who stood between two worlds—the classical and the romantic—and whose works are of extraordinary melodic beauty. His development as a man and musician is traced against a historical and social framework. As revealed through his music, he was complex, sympathetic, always sincere, difficult, and honest.

Though this book is out of print, it may be found in most libraries.

Wilkins, David G., and Bernard Schultz. *Art Past: Art Present.* Englewood Cliffs, N.J.: Prentice-Hall, 1990. In Part IV, "Nineteenth-Century Art," the authors provide an excellent overview of the worldwide effects of the Industrial Revolution on the visual arts. There are sections on intellectual and scientific activities, styles of nineteenth-century art and artists, the continuation of neoclassicism throughout the nineteenth century, romanticism and new materials, and engineering in architecture.

Witt, Mary Ann Frese, and others. *The Humanities: Cultural Roots and Continuities.* Vol. II, *The Humanities and the Modern World.* Lexington, Mass.: D. C. Heath, 1993. Volume II of this work contains an extensive discussion of the Industrial Revolution in Europe and America. Writings by both Karl Marx and John Stuart Mill are included, along with a discussion of new social thought. Also included are sections on realism in architecture, photography, painting, and literature.

Excerpts from Three Novels of Charles Dickens

Oliver Twist

In *Oliver Twist,* Charles Dickens directs his biting sarcasm against the conditions in English workhouses and the generally deplorable treatment of the poor. Though the Poor Law Amendment Act of 1834 was an attempt to reform welfare laws and their enforcement, conditions under this law were severely hard for relief recipients. As a follow-up to this reading, students should investigate the Poor Law Amendment Act of 1834, its purpose, effect, and the bitter controversy surrounding it.

In the following excerpt, the orphaned Oliver has just graduated from the parish house to the workhouse because he has become nine years old.

Oliver had not been within the walls of the workhouse a quarter of an hour, and had scarcely completed the demolition of a second slice of bread, when Mr. Bumble, who had handed him over to the care of an old woman, returned, and, telling him it was a board night, informed him that the board had said he was to appear before it forthwith.

Not having a very clearly defined notion of what a live board was, Oliver was rather astounded by this intelligence, and was not quite certain whether he ought to laugh or cry. He had no time to think about the matter, however; for Mr. Bumble gave him a tap on the head to wake him up, and another on the back to make him lively, and bidding him follow, conducted him into a large whitewashed room where eight or ten fat gentlemen were sitting round a table, at the top of which, seated in an armchair rather higher than the rest, was a particularly fat gentleman with a very round, red face.

"Bow to the Board," said Bumble. Oliver brushed away two or three tears that were lingering in his eyes, and seeing no board but the table, fortunately bowed to that.

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"What's your name, boy?" said the gentleman in the high chair.

Oliver was frightened at the sight of so many gentlemen, which made him tremble; and the beadle gave him another tap behind, which made him cry; and these two causes made him answer in a very low and hesitating voice; whereupon a gentleman in a white waistcoat said he was a fool. Which was a capital way of raising his spirits, and putting him quite at ease.

"Boy," said the gentleman in the high chair, "listen to me. You know you're an orphan, I suppose?"

"What's that, sir?" inquired poor Oliver.

"The boy *is* a fool—I thought he was," said the gentleman in the white waistcoat, in a very decided tone. If one member of a class be blessed with an intuitive perception of others of the same race, the gentleman in the white waistcoat was unquestionably well qualified to pronounce an opinion on the matter.

"Hush!" said the gentleman who had spoken first. "You know you've got no father or mother, and that you were brought up by the parish, don't you?"

"Yes, sir," replied Oliver, weeping bitterly.

"I hope you say your prayers every night," said another gentleman in a gruff voice; "and pray for the people who feed you, and take care of you—like a Christian."

"Yes, sir," stammered the boy. The gentleman who spoke last was unconsciously right. It would have been *very* like a Christian, and a marvelously good Christian, too, if Oliver had prayed for the people who fed and took care of *him*. But he hadn't, because nobody had taught him.

"Well! You have come here to be educated, and taught a useful trade," said the red-faced gentleman in the high chair.

"So you'll begin to pick oakum tomorrow morning at six o'clock," added the surly one in the white waistcoat.

For the combination of both these blessings in the one simple process of picking oakum, Oliver bowed low by the direction of the beadle, and was then hurried away to a large ward, where, on a rough, hard bed, he sobbed himself to sleep. What a noble illustration of the tender laws of this favoured country! They let the paupers go to sleep!

The room in which the boys were fed, was a large stone hall, with a copper at one end, out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at mealtimes. Of which composition each boy had one porringer, and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides. The bowls never wanted washing. The boys polished them with their spoons til they shown again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper with such eager eyes as if they could have devoured the very bricks of which it was composed; employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cookshop), hinted darkly to his companions, that unless he had another basin of gruel *per diem*, he was afraid he might some night happen to eat the boy who slept next to him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper, his pauper assistants arranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other, and winked at Oliver; while his next neighbors nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table, and advancing to the master, basin and spoon in hand, said, somewhat alarmed at his own temerity:

"Please, sir, I want some more."

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralyzed with wonder; the boys with fear.

"What!" said the master at length, in a faint voice.

"Please, sir," replied Oliver. "I want some more."

The master aimed a blow at Oliver's head with the ladle; pinioned him in his arms; shrieked aloud for the beadle.

The Board were sitting in solemn conclave, when Mr. Bumble rushed into the room in great excitement, and addressing the gentleman in the high chair, said:

"Mr. Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!"

There was a general start. Horror was depicted on every countenance.

"For *more*!" said Mr. Limbkins,

"Compose yourself, Bumble, and answer me distinctly. Do I understand that he asked for more, after he had eaten the supper allotted by the dietary?"

"He did, sir," replied Bumble.

"That boy will be hung," said the gentleman in the white waistcoat; "I know that boy will be hung."

Nobody controverted the prophetic gentleman's opinion. An animated discussion took place. Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling.

"I never was more convinced of anything in my life," said the gentleman in the white waistcoat, as he knocked at the gate and read the bill next morning: "I never was more convinced of anything in my life, than I am that that boy will come to be hung."

As I purpose to show in the sequel whether the white-waistcoated gentleman was right or not, I should perhaps mar the interest of this narrative (supposing it to possess any at all), if I ventured to hint just yet, whether the life of Oliver Twist had this violent termination or no.

Hard Times

Dickens was not only disturbed by poverty and inferior working conditions but he was also deeply concerned about education. Illiteracy in the lower classes was, in Dickens's estimation, one of the key factors contributing to the social evils of the times. In novels, speeches, and periodicals he attacked England's inadequate education system. In *Household Words*, a magazine partially owned by Dickens, he wrote: "I saw a Minister of State, sitting in his closet; and round about him, rising from the country which he governed, up to the Eternal Heavens, was a low dull Howl of Ignorance. . . . I saw 30,000 children hunted, flogged, imprisoned, but not taught, all joined in this cry. . . . The Minister said, 'Hearken to this cry. What shall we do to stay (stop) it?' But in the end, the Minister shrugged his shoulder and replied, 'It is a great wrong, but it will last many a time.' "
Seven years later Dickens said in a speech: "I don't like that sort of school . . . where the bright childish imagination is utterly discouraged . . . where I have never seen among the pupils, whether boys or girls, anything but little parrots and small calculating machines." This image of children as "little parrots and small calculating machines" is greatly expanded upon in the following excerpt from Dickens's novel *Hard Times*, published in 1854. The fanatical Mr. Gradgrind has become a symbol of the dogmatic dryasdust who turns factual knowledge into an obsession. By the end of the novel, Gradgrind realizes how his ideas have blighted his children's lives.

"Now, what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts; nothing else will ever be of any service to them. This is the principle on which I bring up these children. Stick to Facts, sir!"

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The scene was a plain, bare monotonous vault of a schoolroom. . . . The speaker, and the schoolmaster, and the third grown person present, all backed a little, and swept with their eyes the inclined plane of little vessels (the pupils) then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim. . . .

"Girl number twenty," said Mr. Gradgrind (the schoolmaster). . . . "Give me your definition of a horse."

(Sissy Jupe thrown into the greatest alarm by this demand.)

"Girl number twenty unable to define a horse!" said Mr. Gradgrind . . . .

"Bitzer," said Thomas Gradgrind, "Your definition of a horse."

"Quadraped. Gramnivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring; in marshy countries, sheds hoofs too. Hoofs hard, but requiring to be shod with iron. Age known by marks in the mouth."

". . . Now, girl number twenty," said Mr. Gradgrind. "You know what a horse is. . . . Now let me ask you, girls and boys, would you paper a room with representations of horses?"

After a pause. . . one half of the children cried in chorus, "Yes, sir!" Upon which the other, seeing that "Yes" was wrong, cried out in chorus, "No, sir!" —as is the custom in these examinations. . . .

"I'll explain to you, then, why you wouldn't paper a room with representation of horses. Do you ever see horses walking up and down the sides of rooms in reality—In fact? Do you?"

"Yes, sir!" from one half. "No, sir!" from the other.

"Of course, No. Why, then, you are not to see anywhere what you don't see in fact, you are not to have anywhere what you don't have in fact. What is called Taste, is only another name for Fact. . . . "

"You are to be in all things regulated and governed . . . by fact. We hope to have before long, a board of fact, composed of commissioners of fact, who will force the people to be a people of fact, and of nothing but fact. You must discard the word Fancy altogether. You have nothing to do with it. You are not to have, in any object of use or ornaments, what would be a contradiction in fact. You don't walk upon flowers in fact; (therefore), you cannot be allowed to walk upon flowers in carpets. You don't find foreign birds and butterflies come and perch upon your crockery; you cannot be permitted to paint foreign birds and butterflies upon your crockery. You never meet with quadrupeds going up and down walls; you must not have quadrapeds represented upon walls. You must use . . . for all these purposes, combinations and modifications (in primary colours) of mathematical figures which are susceptible of proof and demonstration. This is the new discovery. This is fact. This is taste."

Bleak House

Not content to expose the hardships of the poor and the need for reform, Dickens also turned on those "do-gooders who, in the name of charity, sometimes created even more problems than they help to alleviate." In this excerpt from *Bleak House*, published in 1853, Dickens satirically describes the visit of Mrs. Pardiggle to a poor bricklayer's cottage. Pardiggle has come to symbolize the smugly self-satisfied, authoritative type of social worker.

Mrs. Pardiggle, leading the way with a great show of moral determination, and talking with much volubility about the untidy habits of the people (though I doubted if the best of us could have been tidy in such a place), conducted us into a cottage at the farthest corner, the ground floor room of which we nearly filled. Besides ourselves, there were in this damp offensive room—a woman with a black eye, nursing a poor little gasping baby by the fire; a man, stained with clay and mud, and looking very dissipated, lying at full length on the ground, smoking a pipe; a powerful young man, fastening a collar on a dog; and a bold girl, doing some kind of washing in very dirty water. They all looked up at us as we came in, and the woman seemed to turn her face toward the fire, as if to hide her bruised eye; nobody gave us any welcome. . . .

"Well, my friends," said Mrs. Pardiggle; but her voice had not a friendly sound, I thought; it was much too business-like and systematic. "How do you do, all of you? I am here again. I told you, you couldn't tire of me, you know. I am fond of hard work, and am true to my word."

"There ain't," growled the man on the floor, whose head rested on his hand as he stared at us, "any more of you to come in, is there?"

"No, my friend," said Mrs. Pardiggle, seating herself on one stool and knocking down another. "We are all here."

"Because I thought there warn't enough of you, perhaps?" said the man, with his pipe between his lips as he looked round upon us.

The young man and the girl both laughed. Two friends of the young man, whom we had attracted to the doorway and who stood there with their hands in their pockets, echoed the laugh noisily.

"You can't tire me, good people," said Mrs. Pardiggle to these latter. "I enjoy hard work, and harder you make mine, the better I like it."

"Then make it easy for her!" growled the man upon the floor. "I wants it done, and over. I wants a end of these liberties took with my place. I wants a end of being frawed like a badger. Now you're a-going to poll-pry and question according to custom—I know what you're a-going to be up to. Well! You haven't got no occasion to be up to it. I'll save you the trouble. Is my daughter a-washin? Yes, she is a-washin. Look at the water. Smell it! That's wot we drinks. How do you like it, and wat do you think of gin, instead? Ain't my place dirty? Yes, it is dirty – It's nat'rally onwholesome; and we've had five dirty and onwholesome children, as is all dead infants, and so much better for them, and for us besides. Have I read the little book wot you left? No, I ain't read the little book wot you left. There an't nobody here as knows how to read it: and if there wos, it wouldn't be suitable for me. Its a book fit for a babby [baby] and I'm not a babby. If you was to leave me a doll, I shouldn't nuss it. How have I been conducting of myself? Why, I've been drunk for three days; and I'd a been drunk four, if I'da had the money. Don't I never mean for to go to church? No, I don't never mean to go to church. I shouldn't be expected there, if I did. The beadle's [parish officer] too genteel for me. And how did my wife get that black eye? Why, I giv it her; and if she says I didn't, she's a lie!"

He had pulled the pipe out of his mouth to say all of this, and he now turned over on his other side and smoked again. Mrs. Pardiggle, who had been regarding him through her spectacles with forcible composure, calculated, I could not help thinking, to increase his antagonism, pulled out a good book, as if it were a constable's staff and took the whole family into custody. I mean into religious custody, of course; but she really did it as if she were an inexorable moral policeman carrying them all off to a stationhouse. Ada and I were very uncomfortable. We both felt intrusive and out of place, and we both thought that Mrs. Pardiggle would have got on infinitely better if she had not had such a mechanical way of taking possession of people. . . . We both felt painfully sensible that between us and these people there was an iron barrier which could not be removed by our new friend. By whom or how it could be removed, we did not know, but we knew that.

Appendix III-2

Testimonials on Labor Conditions

Testimony of William Cooper, a witness before the Sadler Commission in 1832:

Q: When did you first begin to work in mills or factories?
A: When I was about ten years of age.

Q: What were your usual hours of working?
A: We began at five o'clock in the morning and got out at nine at night.

Q: What intermissions did you have for meal?
A: When we began at five, we went on until noon, and then we had forty minutes for dinner.

Q: Had you no time for breakfast?
A: No, we got it best as we could while we were working.

Q: Had you any time for an afternoon refreshment?
A: No, when we began at noon, we went on till night; there was only the one forty-minute break.

Q: Did you ever work even later than the time you have mentioned?
A: I cannot say that I worked later there. I had a sister who worked upstairs, and she worked till eleven at night.

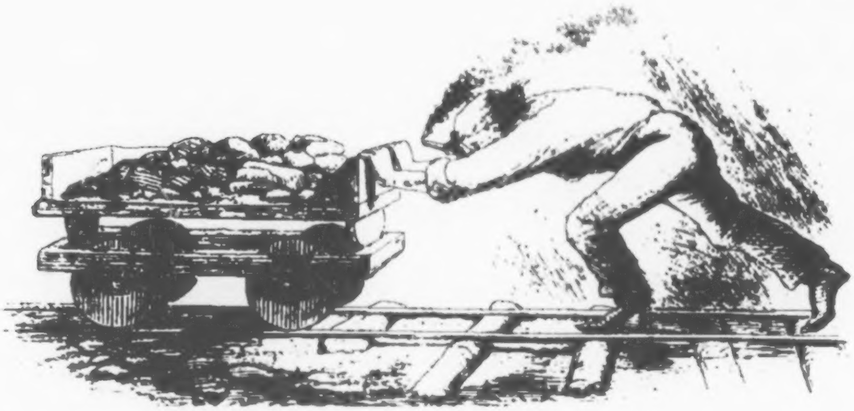
Q: At what time in the morning did she begin to work?
A: At the same time I did.

Q: To keep you at your work for such a length of time, what means were taken to keep you awake and attentive?
A: They whipped us at times.

Statement of Patience Kershaw, delivered before the Ashley Mines Investigation of 1842:

I am Patience Kershaw, I am seventeen years old. My father has been dead about a year. My mother is living and has ten children, five lads and five lassies. All my sisters have been coal carriers but three went to the mill. Alice went because her legs swelled from carrying coal in the cold water of the mine. I never went to school. I go to Sunday-school, but cannot read or write. I go to the [coal] pit at five o'clock in the morning and come out at five in the evening. I get my breakfast of porridge and milk first. I take my dinner with me, a loaf, and eat it as I go. I do not stop or rest any time for that purpose. I get nothing else until I get home, and then have potatoes and meat, not meat every day, though.

The bald place upon my head is made by pushing the coal cart. I push the cart a mile and more underground and back; they weigh over 300 pounds; I push 11 a day. I wear a belt and chain to pull the cart out. I am the only girl in the pit. There are about 20 boys and 15 men.



Appendix III-3

Geographic Background and Concepts: The Industrial Revolution

Geography played an important role in shaping patterns of early industrialization. Industrialization, in turn, played a major role in reshaping the geography of those regions in which it occurred.

A wide variety of factors played a part in the initial rise of industrialization in Great Britain and northwestern Europe. Particularly important was the local availability of many key resources, such as coal and mineral ores. Coal was the most important of these, since it was used in enormous quantities as a source of power. Great Britain and much of Western Europe were endowed with abundant and easily mined coal resources, and the location of these deposits became the primary sites of heavy industry in the nineteenth century (see Map III-1). Those regions in which water power was readily available, such as Switzerland and parts of France, Italy, and Scandinavia, also became important industrial centers through the development of hydroelectric power in the second half of the nineteenth century. Europe as a whole also had the advantage of being well endowed with iron ore, sulfur, and salt.

Another factor that gave Europe an early advantage (especially Great Britain) was the availability of efficient transportation. The large-scale economic production patterns of industrialization required the transportation of bulky, low-value goods (e.g., coal and ores for production, grain to feed the growing urban populations) over ever-increasing distances and in large amounts. Further, finished manufactured goods were no longer sold just locally but also were shipped to distant markets. Cheap, dependable transportation was essential. Great Britain possessed several important transportation advantages: a long coastline, many natural harbors, and navigable rivers that made water transportation readily available and reduced the need for costly overland transportation (a problem in much of continental Europe); a system of inland canals connecting navigable rivers, mines, and markets (Maps III-2); and an excellent road system for the time, especially in comparison to the rest of the world.

Perhaps most important, however, was the British development of the railroad in the early nineteenth century. Later in the century, the introduction of the railroad in continental Europe spurred industrialization there, particularly in Belgium, Germany, and France.

Such were the geographic factors that influenced patterns of early industrialization. Conversely, the rise of industrialization had significant consequences for the geography of regions in which it occurred. Resource use, manufacturing patterns, urbanization, and population distribution were especially affected.

With the advent of industrialization, raw materials were required in significantly greater quantities and concentrations than in the past. In addition, new production technologies created a demand for new types and sources of resources. For example, prior to the development of a textile industry, cotton was relatively unimportant to the economy of Great Britain: It was not grown domestically, for environmental reasons, and was greatly exceeded in importance by other fibers, such as wool, flax, and imported silk. In 1700, only 500 tons of cotton were imported by Great Britain. With innovations in spinning and weaving technology and the rise of industrial-scale textile production, the importance of cotton increased dramatically. By 1860, the country was importing 500,000 tons each year. By the early nineteenth century, Manchester, the center of the British textile industry, had acquired the nickname "Cottonopolis." As the demand for cotton grew, overseas sources became increasingly important to Great Britain; this accounts, in part, for Britain's political and economic interest in places such as Egypt and India and for its early support of the South during the American Civil War.

As the demand for new resources arose or as domestic sources were exhausted, the search for new supplies often extended overseas to places such as Latin America, Canada, and the American West. In the late nineteenth century, the search for new sources of raw materials was one of the motives behind European colonial efforts in Asia and Africa.

Industrialization also greatly altered patterns of manufacturing. In preindustrial societies, manufactured goods were usually produced by individual craftsworkers such as weavers or blacksmiths. These goods, in turn, were generally sold locally. Some historians estimate that in preindustrial times, very few manufactured goods were sold more than 20 miles away from where they were made. As a result, production sites were widely scattered or diffused throughout a region, with many small producers serving their local areas.

These patterns changed dramatically with the onset of industrialization. Manufacturing was no longer performed by local craftsworkers but took place in large factories that often employed hundreds of workers. Production tended to be concentrated at a few selected sites (e.g. textiles in Manchester, England; iron and steel in Pittsburgh, Pennsylvania). Large-scale production was no longer directed only at local markets but frequently served regional, national, or international markets as well. By the end of the nineteenth century, large regions of concentrated industrial manufacturing known as manufacturing belts had developed (Maps III-3A and III-3B).

Nineteenth-century industrialization was closely associated with the rapid growth of European cities during the same period. Cities grew as a result of the influx of people desiring to take advantage of the factory jobs available in urban areas. Urbanization extended industrialization as factories were built to take advantage of urban workforces and markets.

Industrialization changed the relationship that existed between cities and their surrounding rural areas. In preindustrial times, cities consumed foodstuffs produced in rural areas but produced little that rural areas needed in return. As a result, some historians describe preindustrial cities as "economically parasitic." Following the Industrial Revolution, cities became important centers of production and were able to offer a wide variety of manufactured goods to the rural areas, becoming vital centers of production as well as consumption.

While industrialization alone cannot account for the rapid growth of the European population during the nineteenth century (this growth was underway before industrialization), it is believed to have been responsible for changing patterns of population density on the continent. Between 1750 and 1914, nations that were most industrialized (England, Belgium, France, Germany) also acquired the highest population densities. This correlation reflects not only the rapid urbanization of these countries but also the high population densities of their urban areas and the improved standards of living associated with industrializing economies (See Maps III-4A and III-4B).

Finally, industrialization illustrates the geographic process of cultural diffusion; that is, the spread of an idea from one geographic location to another. Arising in Great Britain, industrialization later spread to France, following the introduction of British railroad technology, and to Germany, through the introduction of British machinery and capital. It is important to note, however, that the spread of industrialization has not always been the result of simple diffusion. While the industrialization of the northeastern United States in the mid–nineteenth century benefited from British capital and machinery, it was due in large part to independent American innovations, such as Eli Whitney's invention of interchangeable parts. Similarly, in the late nineteenth century, Japan industrialized largely on its own efforts, with little help from abroad.

Concepts

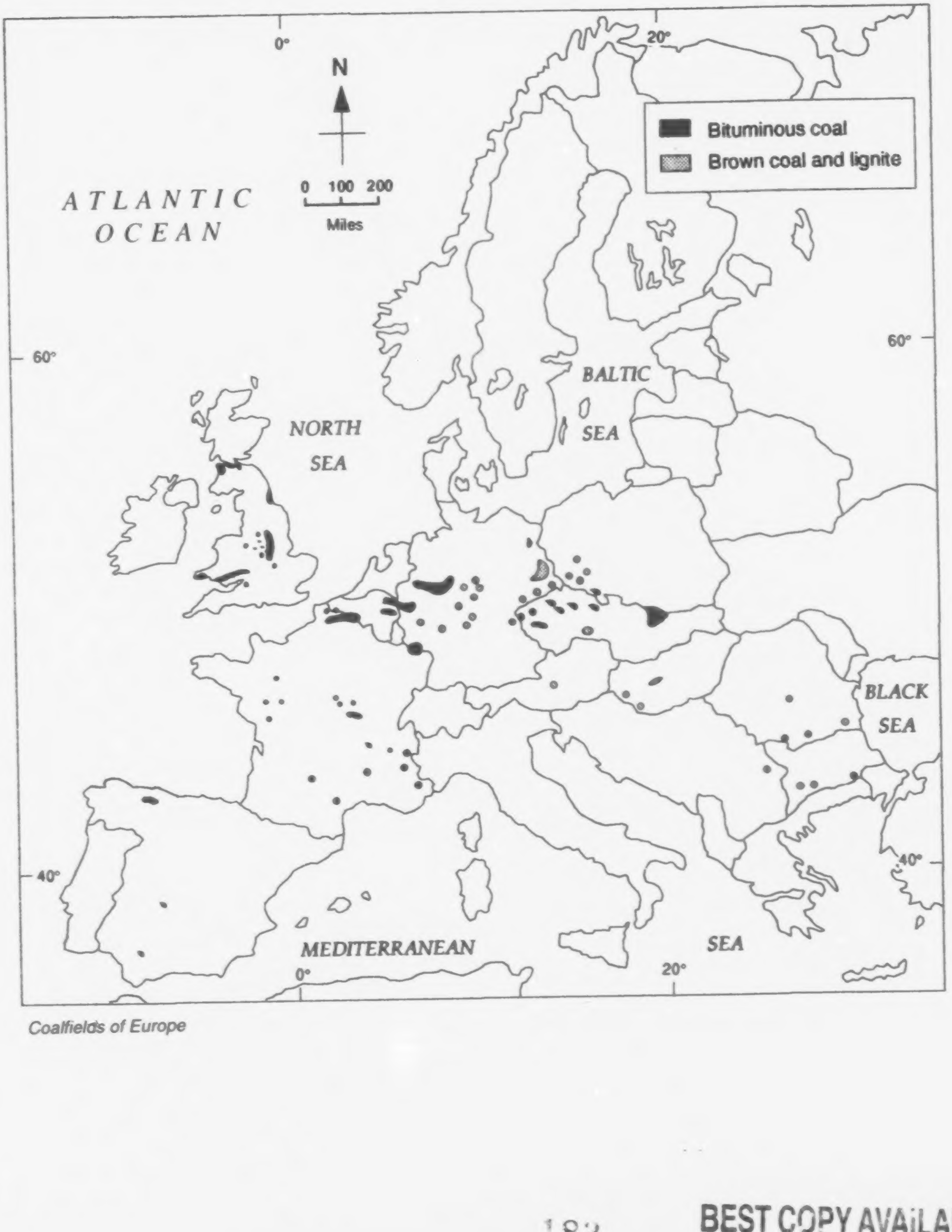
1. *Dispersed* and *Concentrated geographic patterns*—A dispersed pattern refers to a particular feature distributed widely throughout a region; a concentrated geographic pattern refers to features clustered only in selected locations. In preindustrial times, small-scale manufacturing by individual craftsworkers displayed a dispersed geographic pattern, taking place in a large number of separate locations. With the advent of industrialization, manufacturing patterns became more concentrated, occurring on a large scale in factories and in comparatively few locations (such as industrial cities or manufacturing belts).
2. *Cultural diffusion* and *Independent invention*—Cultural diffusion refers to the process by which an idea or culture trait spreads from its source area across a much wider area. The spread of industrialization from Great Britain to other locations in Europe and (in part) to the United States illustrates this process. In contrast, independent invention refers to the process by which a culture or society develops an idea on its own, instead of acquiring it from others. Examples of this process are many of the locally developed innovations that allowed the United States and Japan to industrialize more or less independently of occurrences in Europe.
3. A *manufacturing belt*—A broad area in which the industrial manufacturing of a country or region is concentrated. At the end of the Industrial Revolution (ca. 1900–1914), the world's two principal manufacturing belts were located in western Europe and the northeastern United States (see Maps III-3A and III-3B).
4. *Population density*—Population is not distributed evenly throughout the world or within local regions; some places are home to more people than others. The number of people living in a given area is referred to as its population density,

expressed as the number of people per square mile or square kilometer. The two maps of European population included here illustrate the changing patterns of European population density associated with the Industrial Revolution (see Map III-4).

5. *Resources*—These are useful raw materials that are extracted from the natural environment. They are often referred to as natural resources, but this term can be misleading, since no raw material is naturally a resource. It becomes a resource only after a society develops a way of extracting and using it. As a result of the Industrial Revolution, societies thought in new ways about resources. Cotton, discussed above, is one example. Another is petroleum. In 1750, at the beginning of the Industrial Revolution, crude petroleum had little value because there was little use for it. By the beginning of the twentieth century, however, petroleum had become extremely valuable because of new demands: Machinery required lubricating, and engines burned it for fuel.

6. *Site* and *Situation*—These terms apply to the location of a given place. Site refers to the physical characteristics of a place (e.g., hill, valley, level ground, rocky ground). Situation refers to a place's location relative to other places in the region. Situation became increasingly relevant to economic production following the Industrial Revolution since a place's location in relation to things like resources, transportation routes, and markets became vital to manufacturing.

Map III-1


0°
20°
N
0 100 200
Miles
ATLANTIC OCEAN
NORTH SEA
BALTIC SEA
BLACK SEA
MEDITERRANEAN SEA
60°
40°
■ Bituminous coal
▨ Brown coal and lignite

Coalfields of Europe

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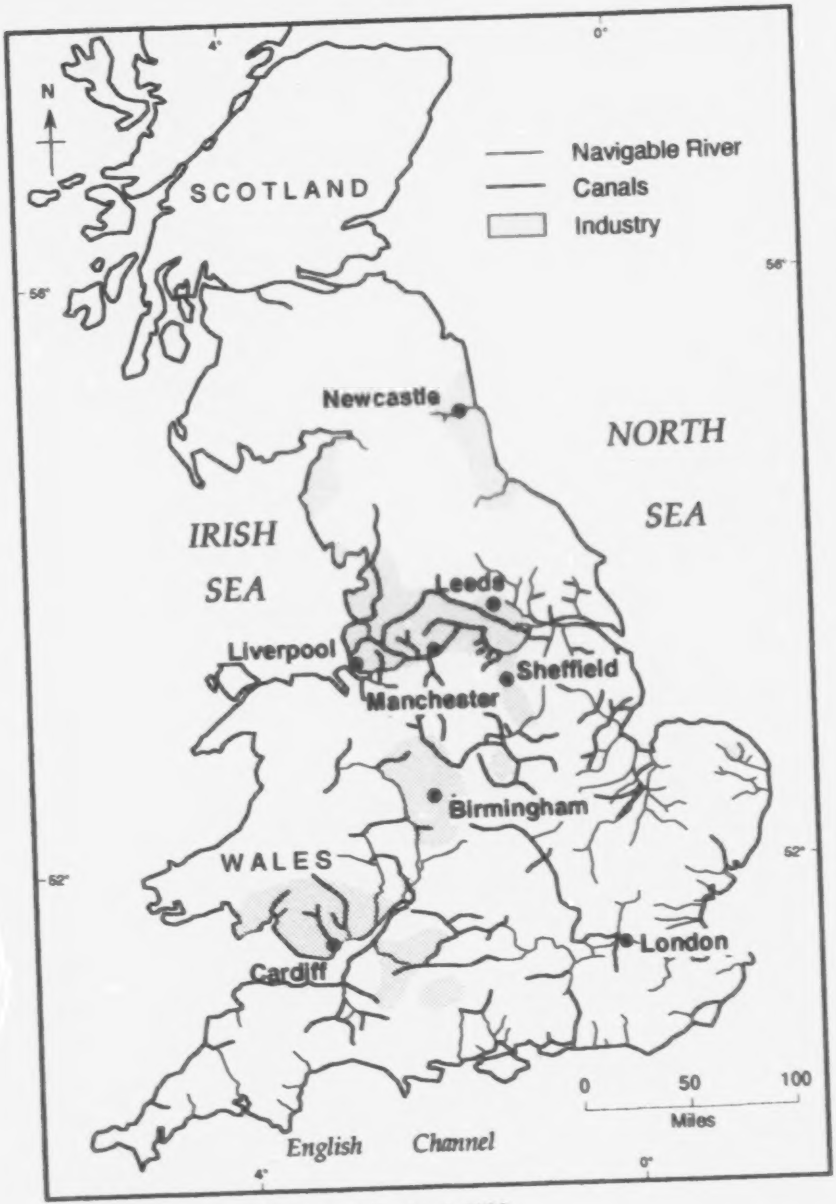
Map III-2



N
SCOTLAND
Navigable River
Canals
Industry
4°
0°
56°
56°
Newcastle
NORTH
SEA
IRISH
SEA
Leeds
Liverpool
Sheffield
Manchester
Birmingham
WALES
52°
52°
London
Cardiff
0
50
100
Miles
English
Channel
4°
0°

Inland Navigation and Industry in England, 1800

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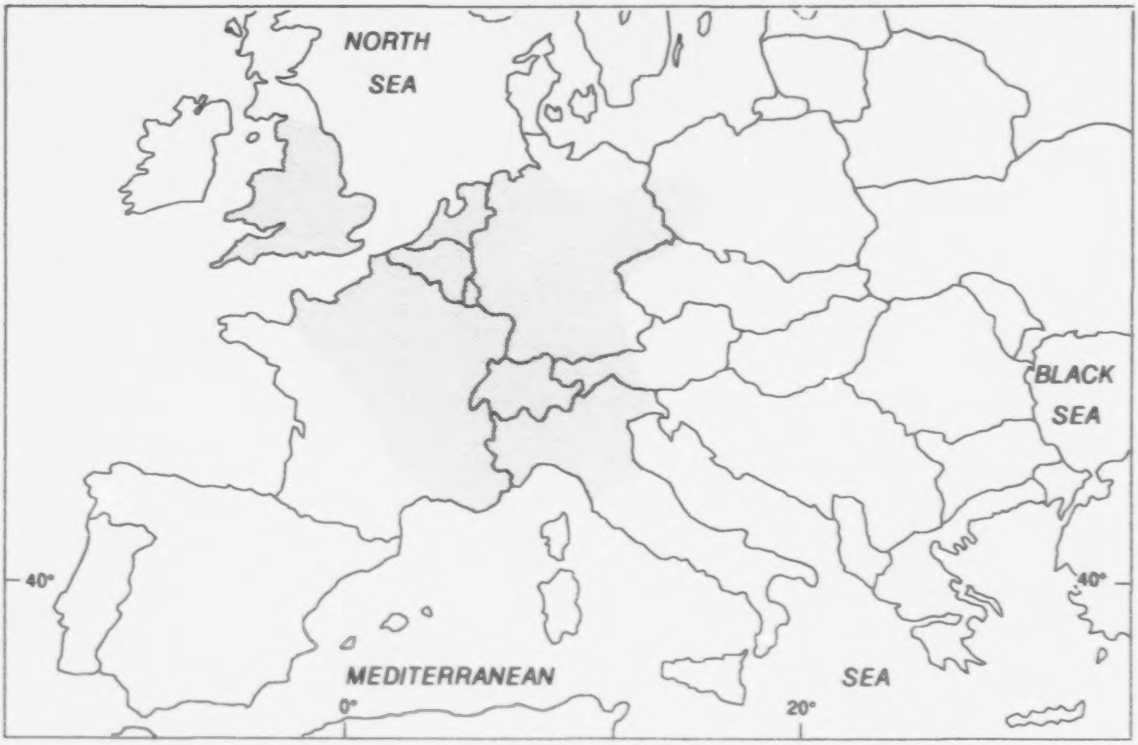
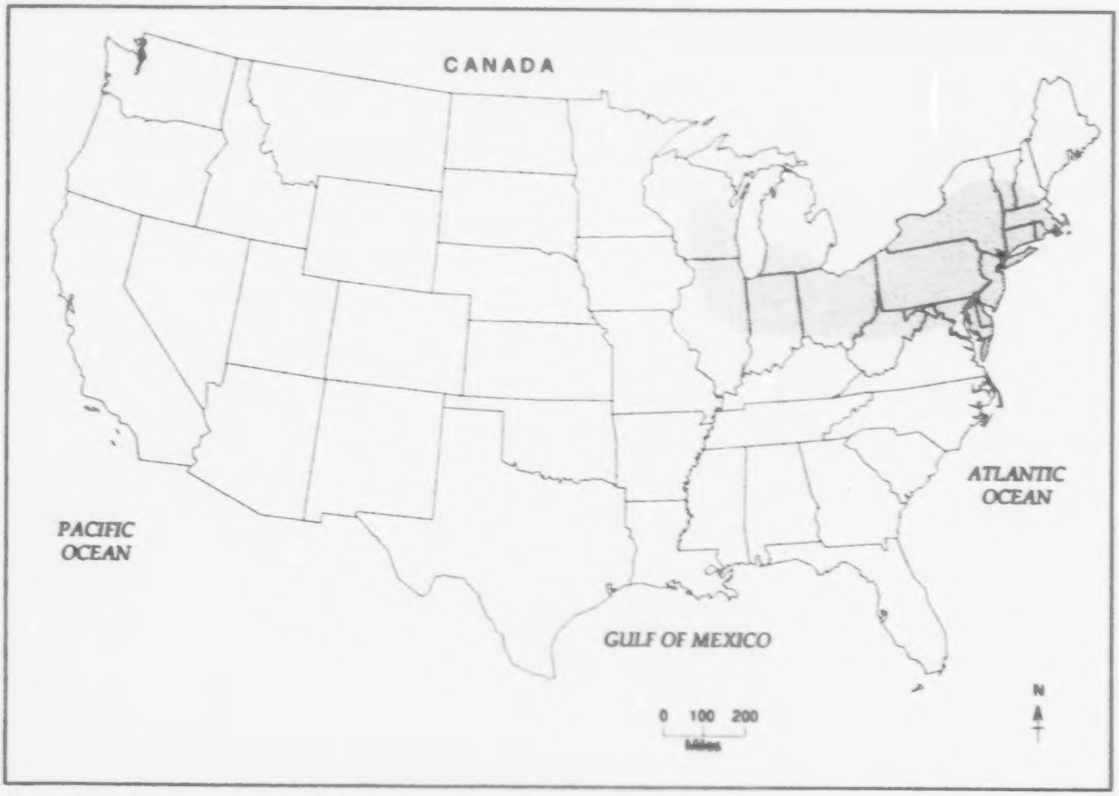
Maps III-3

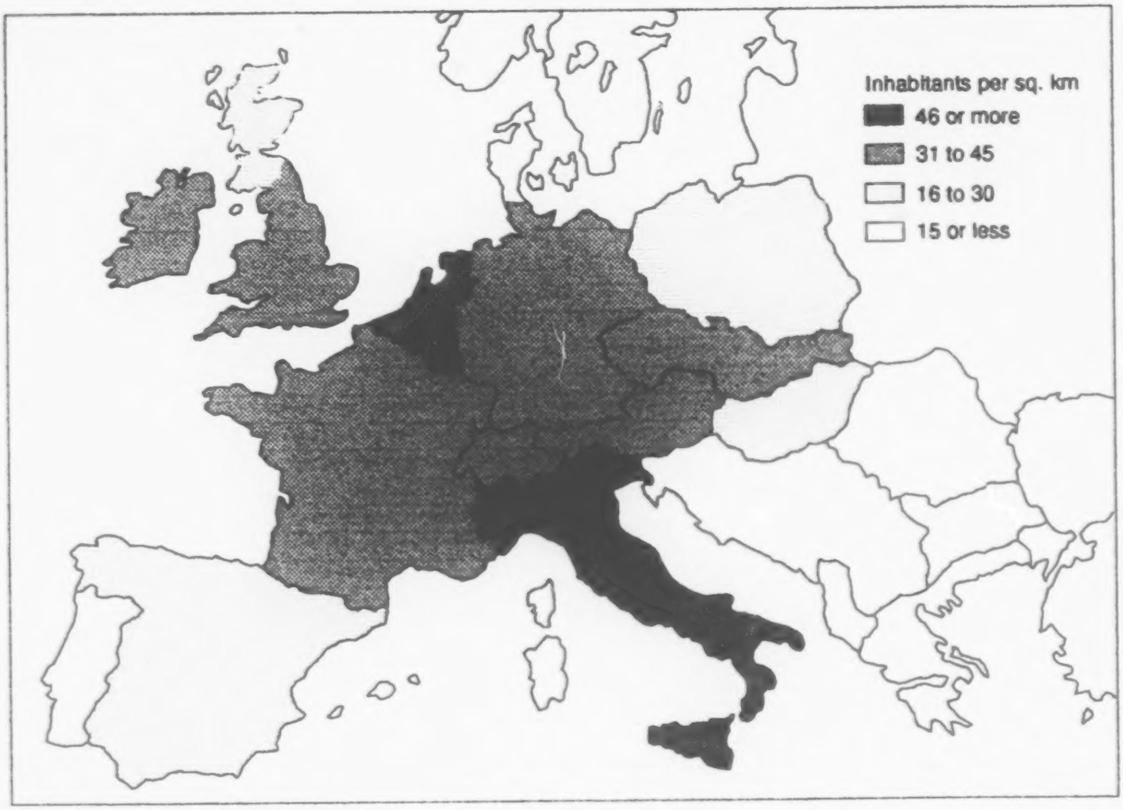

NORTH SEA
BLACK SEA
MEDITERRANEAN
SEA
40°
40°
0°
20°

European Manufacturing Belt

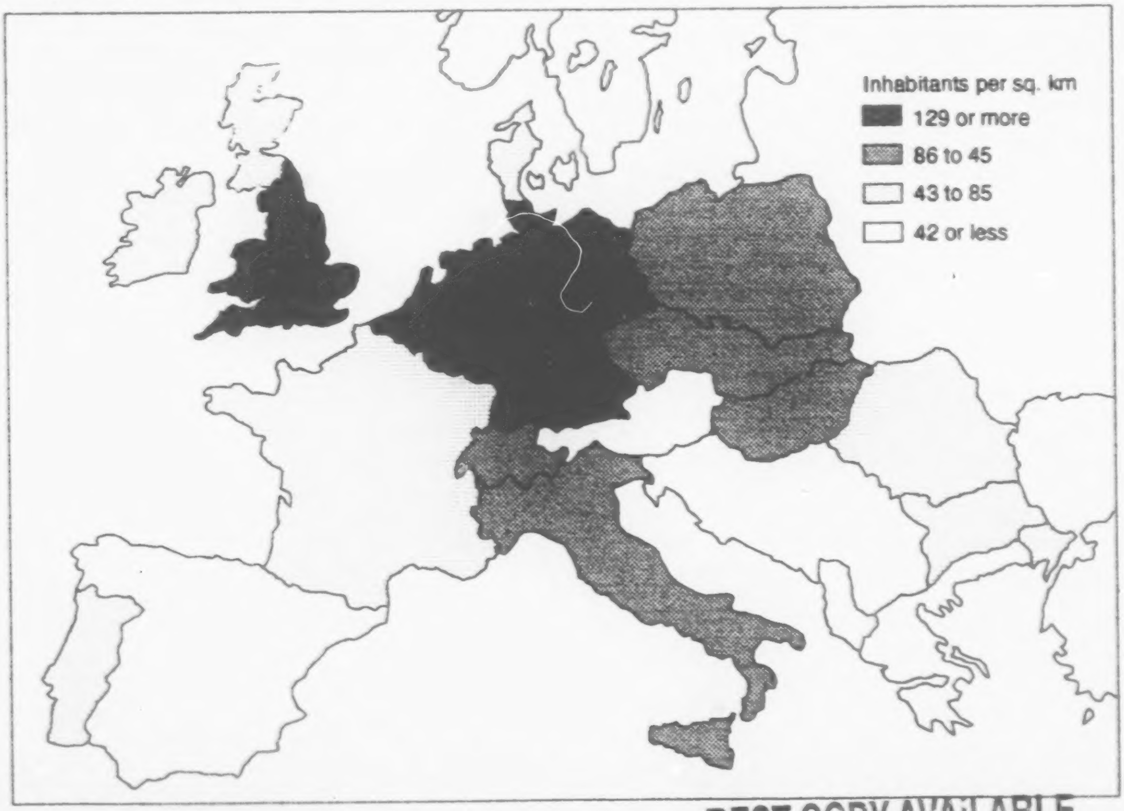

CANADA
PACIFIC OCEAN
ATLANTIC OCEAN
GULF OF MEXICO
0 100 200
Miles
N

North American Manufacturing Belt

Maps III-4


Inhabitants per sq. km
46 or more
31 to 45
16 to 30
15 or less

European Population Density, 1750


Inhabitants per sq. km
129 or more
86 to 45
43 to 85
42 or less

European Population Density, 1914

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Two Poems of the Romantic Era

In studying these poems, students should look for key romantic ideas that emerge in the poets' ideas and images: the romantic disdain for classical forms and rules; the emphasis on exaltation rather than reflection; the idealization of nature rather than the rational "use" of it; and the value placed on feeling and heart over reason and the mind. All of these themes may be found, to varying degrees, in the work of a variety of romantic writers—from the wonderful poems of Shelley and Keats to the perversely intense writings of Nazi youth.

To a Skylark

by Percy Bysshe Shelley

Hail to thee, blithe Spirit!
Bird thou never wert,
That from Heaven, or near it,
Pourest thy full heart
In profuse strains of unpremeditated art.

Higher still and higher
From the earth thou springest
Like a cloud of fire;
The blue deep thou wingest,
And singing still dost soar, and soaring ever singest.

In the golden lightning
Of the sunken sun,
O'er which clouds are bright'ning,
Thou dost float and run;
Like an unbodied joy whose race is just begun.

The pale purple even
Melts around thy flight;
Like a star of Heaven,
In the broad daylight
Thou art unseen, but yet I hear thy shrill delight,

Keen as are the arrows
Of that silver sphere,
Whose intense lamp narrows
In the white dawn clear
Until we hardly see—we feel that it is there.

All the earth and air
With thy voice is loud,
As, when night is bare,
From one lonely cloud
The moon rains out her beams, and Heaven is overflowed.

What thou art we know not;
What is most like thee?
From rainbow clouds there flow not
Drops so bright to see
As from thy presence showers a rain of melody.

Like a poet hidden
In the light of thought,
Singing hymns unbidden,
Till the world is wrought
To sympathy with hopes and fears it heeded not:

Like a high-born maiden
In a palace-tower,
Soothing her love-laden
Soul in secret hour
With music sweet as love, which overflows her bower:

Like a glow-worm golden
In a dell of dew,
Scattering unbeholden
Its aereal hue
Among the flowers and grass, which screen it from the view!

Like a rose embowered
In its own green leaves,
By warm winds deflowered,
Till the scent it gives
Makes faint with too much sweet those heavy-winged thieves:

Sound of vernal showers
On the twinkling grass,
Rain-awakened flowers,
All that ever was
Joyous, and clear, and fresh, thy music doth surpass:

Teach us, Sprite or Bird,
What sweet thoughts are thine:
I have never heard
Praise of love or wine
That panted forth a flood of rapture so divine.

Chorus Hymeneal,
Or triumphal chant,
Matched with thine would be all
But an empty vaunt,
A thing wherein we feel there is some hidden want.

What objects are the fountains
Of thy happy strain?
What fields, or waves, or mountains?
What shapes of sky or plain?
What love of thine own kind? what ignorance of pain?

With thy clear keen joyance
Languor cannot be:
Shadow of annoyance
Never came near thee:
Thou lovest—but ne'er knew love's sad satiety.

Waking or asleep,
Thou of death must deem
Things more true and deep
Than we mortals dream,
Or how could thy notes flow in such a crystal stream?

We look before and after,
And pine for what is not:
Our sincerest laughter
With some pain is fraught;
Our sweetest songs are those that tell of saddest thought.

Yet if we could scorn
Hate, and pride, and fear;
If we were things born
Not to shed a tear,
I know not how thy joy we ever should come near.

Better than all measures
Of delightful sound,
Better than all treasure
That in books are found,
Thy skill to poet were, thou scorner of the ground!

Teach me half the gladness
That thy bain must know,
Such harmonious madness
From my lips would flow,
The world should listen then—as I am listening now.

To Autumn

by John Keats

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;
To bend with apples the mossed cottage trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'erbrimmed their clammy cells.

Who hath not seen thee oft amid thy store?
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind.

Or on a half-reaped furrow sound asleep,
Drowsed with the fume of poppies, while thy hook
Spares the next swath and all its twined flowers:
And sometimes like a gleaner thou dost keep

Steady thy laden head across a brook;
Or by a cider-press, with patient look,
Thou watchest the last oozings hours by hours.
Where are the songs of Spring? Ay, where are they?

Think not of them, thou hast thy music too,—
While barred clouds bloom the soft-dying day,
And touch the stubble-plains with rosy hue;
Then in a wailful choir the small gnats mourn

Among the river sallows, borne aloft
Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat from hilly bourn;
Hedge-crickets sing; and now with treble soft
The red-breast whistles from a garden-croft;
And gathering swallows twitter in the skies.

Appendix III-5

Artworks as Primary Sources: Five Romantic Paintings

The excerpts to follow provide background and descriptive information on five romantic paintings (see "Extended and Correlated Activities"). The excerpts are taken from *The Creative Impulse: An Introduction to the Arts* (Second edition), by Dennis Sporre, pages 384–388 (Englewood Cliffs, N.J.: 1990, 1987) and are used by permission of the publisher.

Théodore Géricault, *The Raft of the "Medusa"*, 1819. Oil on canvas, 16' x 23' 6" (491 x 716 cm). Louvre, Paris.

> *The Raft of the Medusa* by Théodore Géricault illustrates an emerging rebellion against classicism and a growing criticism of social institutions. The painting tells a story about governmental incompetence which resulted in tragedy. In 1816 the French government allowed the ship *Meduse* to leave port in an unsafe condition, and it was wrecked. The survivors, aboard a makeshift raft, endured tremendous suffering, including cannibalism. Géricault's painting captures that ordeal in romantic style, tempered by classical and even High Renaissance influences. Géricault was a pupil of David, and like David he achieved firmly modeled flesh, realistic figures, and a precise play of light and shade. His treatment of the physical form is reminiscent of Michelangelo. In contrast to David's ordered, two-dimensional paintings, however, Géricault's work had complex and fragmented compositional structures. He preferred to base the design on two triangles rather than a strong central triangle. In the *Medusa,* the left triangle's apex is the makeshift mast, signifying death and despair. The other triangle moves up to the right to the figure waving the fabric, signifying hope as a rescue ship appears in the distance. The dramatic composition is charged with unbridled emotion which extols the individual heroism of the survivors. As preparation for the work and seeking maximum fidelity to truth, Géricault interviewed the survivors, read newspaper accounts, and went so far as to paint corpses and the heads of guillotined criminals. His result captures the dramatic climax at the precise moment the rescue ship is sighted. The composition builds upward from the bodies of the dead and dying in the foreground to the dynamic group whose final energies are summoned to support the figure waving to the ship. The play of light and shade heightens the dramatic effect.

Francisco de Goya, *Execution of the Citizens of Madrid, 3 May 1808,* 1814. Oil on canvas, 8' 6" x 11' 4" (260 x 345 cm). Prado, Madrid.

The Spanish painter and printmaker Francisco de Goya (1746–1828) used his paintings to attack abuses of government both Spanish and French. His highly imaginative and nightmarish works reveal subjective emotionalism in humanity and nature, often at their malevolent worst. *Execution of the Citizens of Madrid, May 1808* also tells a story of an actual event. On 3 May 1808, the citizens of Madrid rebelled against the invading army of Napoleon. As a result, individuals were arbitrarily arrested and summarily executed. Goya captured a dramatic and climactic moment in the story and did so with a composition even more fragmented than that of Géricault. It is impossible to escape the focal attraction of the man in white, about to die. Goya's strong value contrasts force the eye to the victim; only the lantern behind the soldiers keeps the composition in balance. However, Goya leads us beyond the death of individuals, because these figures are not individuals—they are not realistically depicted. Instead Goya makes a powerful social and emotional statement. Napoleon's soldiers are not even human types. Their faces are hidden, and their rigid, repeated forms become a line of subhuman automatons. The murky quality of the background further charges the emotional drama of the scene and further strengthens value contrasts. Color areas have hard edges and a stark line running diagonally from the oversized lantern to the lower border irrevocably separates executioners and victims. Goya has no sympathy for French soldiers as human beings in an ugly situation, perhaps only following orders. His subjectivity fills the painting. His portrayal is as emotional as the irrationality he wished to condemn.

Joseph Mallord William Turner, *Slave Ship (Slavers Throwing Overboard the Dead and Dying, Typhoon Coming On),* 1839. Oil on canvas, 35' 3/4" x 48' 1/4" (90.8 x 122.6 cm). The Museum of Fine Arts, Boston (Henry Lillie Pierce Fund).

The Englishman J. M. W. Turner (1775–1851) reflected subjectivity perhaps even beyond his romantic contemporaries and foreshadowed the dissolving image of twentieth-century painting. The romantic painter John Constable described Turner's works as "airy visions painted with tinted steam." The *Slave Ship* visualizes a passage in James Thomson's poem *The Seasons,* which describes how sharks follow a slave ship in a storm, "Lured by the scent of steaming crowds of rank disease, and death." The poem was again based on an actual event, where the captain of a slave ship dumped his human cargo into the sea when disease broke out below decks. Turner . . . employs disjointed diagonals, which contribute to an overall fragmentation of the composition. His space is deeply three-dimensional. The turbulence of what is happening is reflected in the turbulence of painting technique. The sea and sky are transparent, and the brushstrokes reflect energetic spontaneity. Form and content are subordinate to expressive intent—a sense of doom prevails.

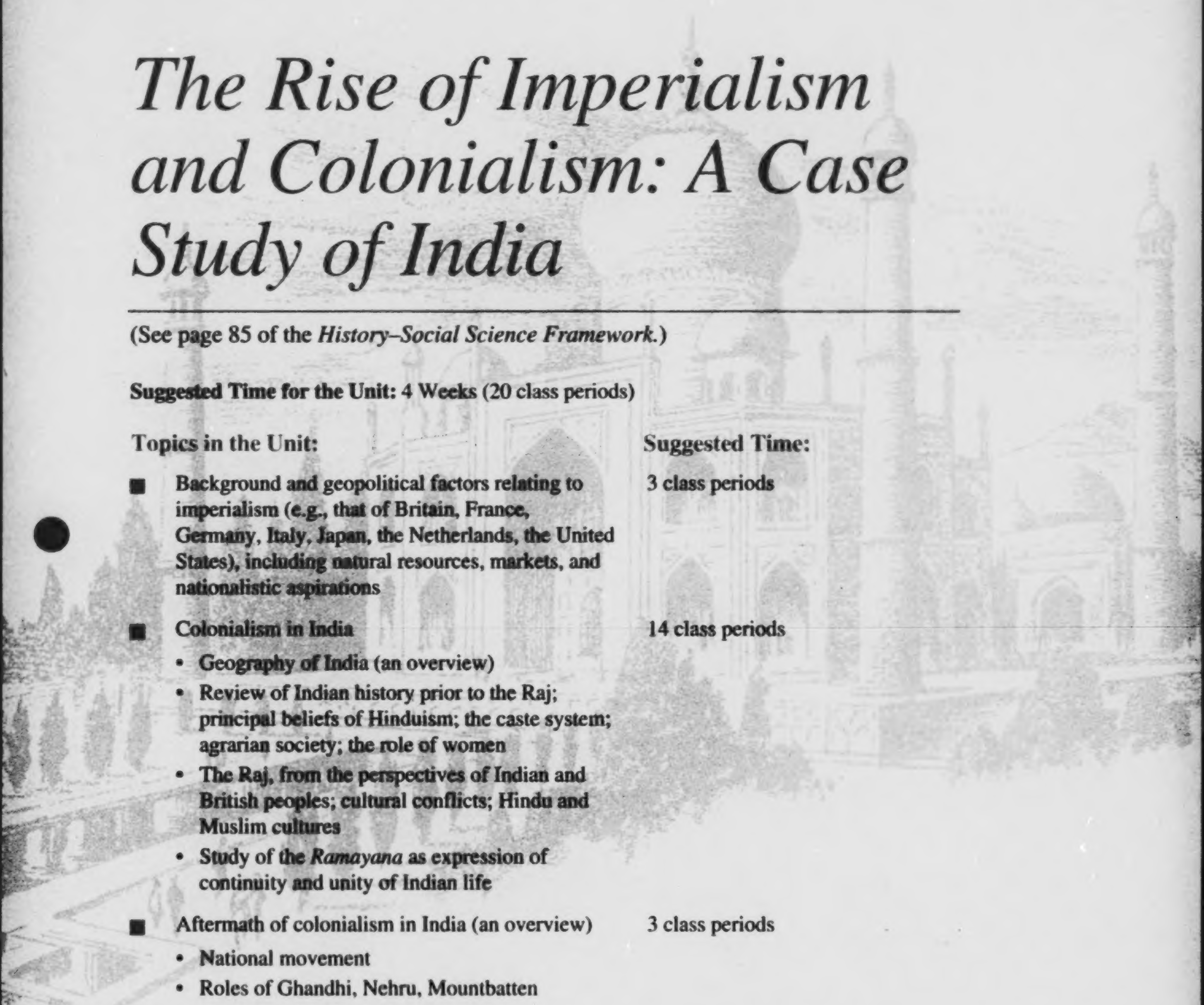
Eugène Delacroix, *The 28th July: Liberty Leading the People,* 1830. Oil on canvas, 8' 6" x 10' 7" (259 x 325 cm). Louvre, Paris.

> Eugène Delacroix (1798–1863) employed color, light, and shade to achieve dramatic effects which capture climactic moments of high emotion. . . . In *Liberty Leading the People* Delacroix aims at a deeper symbolism as Liberty, championing the tricolor flag of France, inspires an emotional charge of the French people. Lights and darks provide strong and dramatic contrasts: The red, white, and blue of the French flag provide symbolic references to patriotism, purity, and freedom, and as Delacroix carries these three colors throughout the work, they also serve to balance and unify the composition.

Rosa Bonheur, *Plowing in Nivernais,* 1849. Oil on canvas, 5' 9" x 8' 8" (175 x 264 cm). Musée Nationale du Château de Fontainebleau.

> Rosa Bonheur (1822–99), certainly the most popular woman painter of her time, has been labeled both a Realist and a Romantic in style. Her subjects were mostly animals, and their raw energy. "Wading in pools of blood," as she put it, she studied animal anatomy even in slaughter houses and was particularly interested in animal psychology. Her work *Plowing in Nivernais* expresses the tremendous power of the oxen on which European agriculture depended before the Industrial Revolution. The beasts appear almost monumental, and each detail is precisely executed. *Plowing in Nivernais* clearly reveals Bonheur's reverence for the dignity of labor and humankind's harmony with nature.

Unit IV



The Rise of Imperialism and Colonialism: A Case Study of India

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(See page 85 of the *History–Social Science Framework.*)

Suggested Time for the Unit: 4 Weeks (20 class periods)

Topics in the Unit:	**Suggested Time:**
■ Background and geopolitical factors relating to imperialism (e.g., that of Britain, France, Germany, Italy, Japan, the Netherlands, the United States), including natural resources, markets, and nationalistic aspirations	3 class periods
■ Colonialism in India • Geography of India (an overview) • Review of Indian history prior to the Raj; principal beliefs of Hinduism; the caste system; agrarian society; the role of women • The Raj, from the perspectives of Indian and British peoples; cultural conflicts; Hindu and Muslim cultures • Study of the *Ramayana* as expression of continuity and unity of Indian life	14 class periods
■ Aftermath of colonialism in India (an overview) • National movement • Roles of Ghandhi, Nehru, Mountbatten • Events leading up to the present day	3 class periods

Sample Topic:	**Suggested Time for the Topic:**
Introduction to imperialism, focusing on background information and geopolitical factors	3 class periods

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Uses and Significance of the Topic

In discussing the growth of imperialism in the eighteenth and nineteenth centuries, teachers should emphasize its impact on the lives of both the colonized and the colonizers. The following excerpt on European imperialism in general, and British imperialism in India in particular, suggests ways to accomplish this goal. It is adapted from *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire* (edited by Charlotte Crabtree and others. Los Angeles: University of California, National Center for History in the Schools, 1992, pp. 280–283, passim. Used by permission.)

> Imperialism has been an enduring aspect of human history and has had profound consequences in our own time. Students should study the rise of the formal and informal British Empire after the American Revolution and its relationship to industrialization and to the increasing competition for overseas markets and resources. Thus, students should learn about the race for Africa and the penetration of Europeans into the Far East, including the expansion of the Russian Empire eastward and southward across Eurasia. The growth of imperialism in the 18th and 19th centuries should be taught not simply as an aspect of the "rise of the West," but as a profound alteration in the lives and habits of the indigenous peoples, as well as of the colonizing societies themselves.
>
> Students should be encouraged to examine the complicated motives and forces behind the imperialist urge. How important were economic hopes—new, cheaper sources of raw material; new markets; new, safer places to invest? Were such economic expectations fulfilled? By examining the motivations behind imperialism, students may approach answers to these questions and measure the other driving forces: national pride, national rivalries, racist ideologies, the search for a balance of power, the desire for military bases, as well as for missions to Christianize, and the humanitarian impulse to carry the benefits of modern medicine, education, law, and justice to the rest of the world. Only by examining major colonies can students approach the reality of imperialist impact on the colonized, which must serve as background for the later study of decolonization and new forms of nationalism. . . .
>
> The period of British domination in India is a crucial example of imperialism at work and needs emphasis in a world history course. Even after the East India Company emerged as the pre-eminent power in India following the defeat of the Hindu armies in 1818, hundreds of puppet Maharajas were left on local thrones throughout the subcontinent. Among the efforts by the Indians to recover control was the "Sepoy Rebellion" in 1857–58, in which Hindus and Muslims alike rallied in an effort to overthrow British rule in the Anglo-Indian War. Students should learn about

the varying responses of Indian regions, as well as religious and economic groups, to the consolidation of British rule (the *Raj* as it came to be called). The educational role of British reforms and reformers—Christian, Utilitarian, and Liberal—should also be stressed. The negative side of the Industrial Revolution in transforming India's economy (as it had England's), displacing millions of Bengali, Madras, and Bombay handspinners and weavers, and depressing the local economy, is basic to understanding relations between Britain and India.

The birth and development of Indian nationalism provides a counterbalance to this tale of domination. The Hindu resistance to Christian missionary efforts at mass conversion sparked an intellectual movement to recover the great works of Hindu civilization. The national political movement born in the wake of the Anglo-Indian war provided a rallying point for Indians embittered by British domination. The replacement of the East India Company by direct British rule ushered in the last phase of colonization (1858–1947) in which the British essentially tried to hold the line against rising nationalist tides. The birth of the Indian National Congress in 1885 marks an important stage in that process, but it is important to show that more radical elements and Muslim aspirations already much complicated the scene. Our students should understand that Indian pluralism and provincial, linguistic, and cultural diversities compounded the problems of nationalist leaders, who could communicate with one another, after all, only in the English language they had learned in British universities. If the English language was important politically, the railroads, telegraph wires, and penny posts were important socially and economically, helping to integrate the vast subcontinent with its enormous population. An appreciation of British legal and constitutional reforms and their effects is important. These transforming processes can be contrasted with the powerful currents of continuity and conservatism among most of the population, who had always lived out their lives far from the rulers, native or foreign, under village headmen or councils. The rules of "caste" should be reintroduced here to help students understand the lasting complexities of Indian life.

By the early part of the nineteenth century, it appeared that the countries of Europe had lost interest in building huge overseas empires. By 1800, France had lost most of its empire, and Britain had been forced to grant independence to its most important American colonies. Early in the century, Spain and Portugal lost their empires in South America. More important, the countries of Europe showed no inclination to seek new colonial empires.

The last third of the nineteenth century, however, saw a new scramble for colonies. Britain, France, Germany, Belgium, Italy, and Portugal engaged in a race to annex undeveloped areas of the world. By 1914, it is estimated that 40 percent of the land surface of the earth and about a third of the world's people were under colonial control, with the countries of Europe holding the lion's share. This movement has been referred to as the "new imperialism" to distinguish it from the "old imperialism" that developed during and after the Age of Exploration of the fifteenth, sixteenth, and seventeenth centuries.

The activities outlined in the following sections are suggested as an introduction to the rise of worldwide imperial expansion. They include the geographic aspects of imperialism; an overview of some of the historical examples of imperialism; the arguments over the policies of imperialism by contemporaries of the late nineteenth century; and some perspectives on imperialism expressed by the conquerors and the conquered.

The "General Resources" section for this unit includes many materials that both teachers and students will find valuable. In addition to these are numerous scholarly works that teachers have found enlightening, such as K. N. Chaudhuri's *Asia Before Europe: Economy and Civilization of the Indian Ocean from the Rise of Islam to 1750* (Cambridge University Press, 1991); *Selected Subaltern Studies*, edited by Ranajit Guha and Gayatri Chakravorty Spivak (Oxford University Press, 1988); Kenneth W. Jones's *Socioreligious Movements in British History* (*The New Cambridge History of India*, Vol. III; Cambridge University Press, 1989); Sara S. Mitter's *Dharma's Daughter: Contemporary Indian Women and Hindu Culture* (Rutgers University Press, 1991); Eric Stokes's *The English Utilitarians and India* (Oxford University Press, 1959); M. J. Akbar's *The Making of Modern India* (Penguin, 1989); Parker Moon's *Imperialism and World Politics* (Macmillan, 1954); Benjamin Cohen's *The Question of Imperialism: The Political Economy of Dominance and Dependence* (Basic Books, 1973); and Romila Thapar's *Ancient India* (Penguin or Orient Longman, 1984). University and college libraries are among the best sources for teachers seriously studying India's history, geography, government, economy, and related issues.

Presentation and Activities

A

Beginning the Topic

The following story is from the Kikuyu people of Kenya, once a colony of Great Britain and, since 1963, one of the most developed nations in East Africa. The story reveals how Africans, like many Asians, felt about being ruled by a foreign power.

> Once, a man and an elephant became friends. During a rainstorm, the elephant asked if he could keep his trunk dry in the man's hut. As soon as the man agreed, the elephant put his whole body in the hut and threw out the man. The man raised a terrible fuss and an official investigation was held. It was led by the leopard, the buffalo, the alligator, the rhinoceros and the fox. The man wanted someone from his side on the commission, but he was told no one from his side understood the law.
>
> At the hearings, the elephant said that he was simply protecting the man's hut from the rainstorm. To do this, he had to occupy all the space in the hut. The man protested, but the commission ruled that the elephant had acted in the man's best interest.
>
> Fearing the teeth and claws of the other commissioners, the man had to agree. As soon as the man built himself a new hut, another animal would rush to occupy it. Finally, the man built a hut larger than any of the others. All the animals rushed in to claim it and while they were fighting, the man set fire to the hut. Then he went away saying, "Peace is costly but worth the expense."

The following questions may be used either for whole-class or for small-group discussion and reporting:

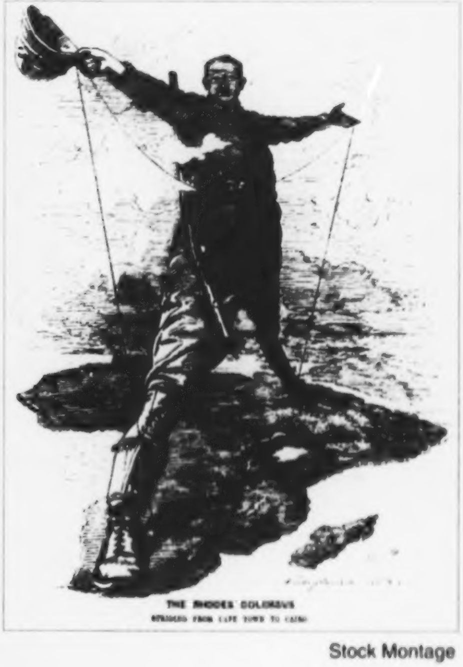
- Who does the man in the fable represent? Who do the animals represent?
- How is the behavior of the elephant similar to that of the European powers in Africa?
- The original inhabitants of most colonies became "second-class citizens" during imperialization. How was the man in the fable treated as a second-class citizen?
- The man in the fable says, "Peace is costly but worth the expense." What does this mean? How might his statement be related to the desire of all colonial people to be free of imperial rule?

There is a North African variant of this tale with a Bedouin and a camel as the primary players. Students might consider why different versions of this tale appear in former European colonies.

Political cartoons often rely on humor or irony to express opinions about current events, governmental policies, or well-known figures. Students may analyze political cartoons for contemporary perspectives on colonialism and imperialism. Two examples appear in Figures IV-1 and IV-2. Each uses a classic image to depict Europeans as larger-than-life characters performing extraordinary feats.

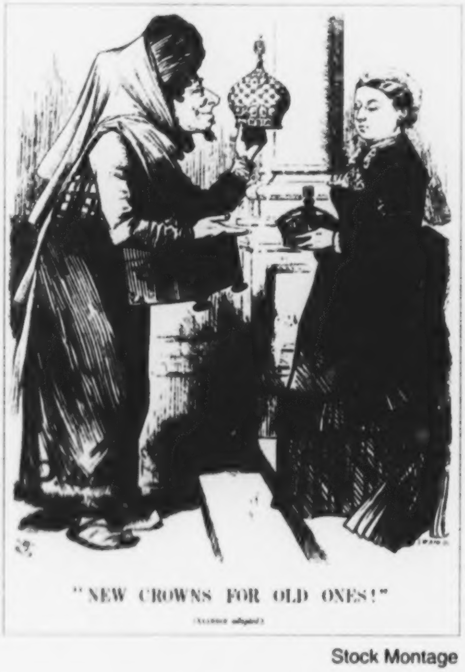
Figure IV-1 shows Cecil Rhodes as a modern Colossus of Rhodes straddling the continent of Africa from Cairo to the Cape. Students discuss the role that Rhodes played in British imperialism. Figure IV-2 shows British Prime Minister Disraeli appearing as Aladdin, offering "new crowns for old" as he exchanges Queen Victoria's British crown for the crown of India. Students discuss why the artist portrayed Disraeli as Aladdin. With one grandson as emperor of Germany and a grandson-in-law as czar of Russia, is it any wonder that the "Grandmother of Europe" desired the imperial crown

Figure IV-1


THE RHODES COLOSSUS
STRIDING FROM CAPE TOWN TO CAIRO

Stock Montage

Figure IV-2


"NEW CROWNS FOR OLD ONES!"

Stock Montage

that British foreign policy was only too happy to provide? (This cartoon will be used later in "Developing the Topic" as a reference during the case study on British imperialism in India.)

What historical or literary references are made in the cartoons? How might the references to Colossus or Aladdin add humor and satire to the depictions?

If the cartoons are assigned as homework, students may prepare brief report on Rhodes or Disraeli.

Students draw from prior knowledge of world history to cite examples of imperialism in ancient, middle, or early modern times, prior to the late nineteenth century. This review is essential to avoid the false impression that imperialism was new to the modern era. Students may use outline maps to research and indicate the boundaries of selected mother countries and their imperial domains, such as:

Ming dynasty in China
Ottoman Empire
Aztec expansion
Safavid Empire in Persia
Moguls in India

The last example, the Moguls, relates to the second topic for this unit, which includes an overview of Indian history.

B

Developing the Topic

Where was imperialism taking place? This question encompasses geographic aspects of worldwide imperialism—the locations of imperialistic powers and their colonial possessions. To develop geopolitical understandings, students make maps of the various empires established by Britain, France, Germany, Italy, Russia, Japan, the Netherlands, and the United States. Resources for this activity include such books as *Earth History* (see "Resources for the Sample Topic"), *Rand McNally Historical Atlas, Historical Atlas of the World* (New York: Barnes and Noble, various dates), *Hammond Historical Atlas*, and *World History Maps on File.* (New York: Facts on File, various dates). The latter is printed in black and white and is easily duplicated for classroom use.

Students should review the industrialization and the economic factors related to imperialism and colonialism. For example, industrial powers needed ready markets and raw materials, both of which a colonial empire could supply. Resource maps may be constructed, showing the resource needs of industrial Europe and the available sources of essential raw materials worldwide.

Definitions of imperialism do not usually include the extension of political expansion over contiguous land areas. Czarist expansion into central and eastern Asia, for example, was not typically labeled imperialistic, even though the czars themselves referred to their rule as imperial. Similarly, the westward spread of the United States across North America was not generally considered to be imperialism, at least not until it reached the Pacific shore. How do these examples compare or contrast with, say, Aztec expansion in earlier times? Are such types of expansion a form of imperialism?

The principal activity for developing the topic focuses on the arguments over the policies of imperialism by contemporaries of the period. Using primary source excerpts provided in Appendix IV-I, students work individually or in cooperative groups to glean various European and American viewpoints. At the completion of the readings, students are asked to cite the reasons that were advanced to justify or dispute imperialism. Can the motives of the speakers or writers be determined from their statements? Why or why not?

C

Culminating the Topic

In panel discussions, students assume the roles of people with different interests and opinions regarding colonialism. This activity is adapted from one in Bernard Feder's *Viewpoints in World History* (New York: American Book Company, 1974).

Manufacturer of steel products:

- Colonies are necessary because manufacturing requires many resources, such as manganese, magnesium, and chromium, not found in sufficient quantities in this country. Colonies also provide protected sources of materials in case of war; a preferred market in the home country because of the absence of tariffs; additional markets for steel products. Additional markets also result from expanded defense industries to protect colonies.
- Colonies are a liability because the costs to maintain and defend them result in high taxes. Colonies buy steel at the lowest cost, regardless of source. Colonies may provoke war with other countries, disrupting normal business and steel production.

Worker in a textile factory:

- Colonies are necessary because jobs depend on production, so anything that helps business helps the worker. The manufacturer's favorable viewpoints also apply here. In addition, colonies represent a new frontier for settlement.
- Colonies are a liability because textile manufactures may set up plants in the colonies to use cheap labor, thereby diverting production from the homeland and cutting job opportunities. Higher taxes result from colonization, and the maintenance of colonies may provoke wars in which workers must fight.

Military officer:

- Colonies allow the expansion of the armed forces and enhancement of promotion possibilities. Colonies may also add to the strength of the nation by providing essential materials. Colonies are needed for strategic reasons, as naval bases, sources of supplies for national defense, and buffers in case of attack. They constitute a source of military manpower and add to the glory and prestige of the mother country.
- Colonies are a liability because, in case of war, they must be defended, even if they dangerously overextend supply and communications lines. They draw off fighting troops that may be needed elsewhere and require naval forces to protect shipping lanes, as well as the colony itself.

Missionary:

- Colonies are necessary because imperialism furthers the promotion of the faith and prevents barbaric practices. Through the missions, schools and hospitals are built and natives may be trained in self-government.
- Colonies are liabilities because imperialism brings the threat of war and often results in the exploitation and oppression of natives. Colonialism supports the theory of inferior races.

Nationalist:

- Colonies are necessary because they add to the strength of the mother country, they are sources of glory and prestige, and they provide necessary materials for industry and defense.
- Colonies are liabilities because they drain the strategic and industrial resources of the mother country, they may provoke wars with other nations, they cause higher taxes, and they benefit only a small segment of the population.

To these five roles should be added the roles of African leaders. The comments of the six leaders provided below touch upon moral and ethical issues that panelists should discuss. Two or three students in each group study these quotes in preparing to role-play African leaders.

1. Chief Massemba of the Yao people, speaking to German military commander Herman von Wissmann, reacts to German aggression along the Mrima Coast (modern day Tanzania) in 1890:

> I have listened to your words, but I can find no reason why I should obey you. I would rather die. . . . I look for some reason why I should obey you and find not the smallest. If it should be friendship you want, then I am ready for it, today and always. But I will not be your subject. . . . If it should be war that you desire, then I am also ready. . . . I do not fall at your feet, for you are God's creature just as I am. . . . I am [leader] in my land. You are [leader] there in yours. But listen to me: I do not say that you should obey me, for I know that you are a free man. . . . As for me, I will not come to you, and if you are strong enough for it, then come and [get] me.[1]

2. Another African leader, Chief Mojimba, speaks to a missionary about his first encounters with Europeans along the Lualaba-Congo (Zaire) River:

> When we heard that the man with the white flesh was journeying down the Lualaba, we were openmouthed with astonishment. . . . That man, we said to ourselves, has a white skin. He must have got that from the river kingdom. He will be one of our brothers who was drowned in the river. All life comes from the water and in the water he has found life. Now he is coming back to us, he is coming home. . . . We will prepare a feast, I ordered. We will go to meet our brother and escort him into the village with rejoicing. . . . Presently, the cry was heard: he is approaching. . . . Now he enters the river! Halloh! We swept forward, my canoe leading, the others following with songs of joy and with dancing to meet the first white man our eyes had beheld, and to him honour. But as we drew near his canoes there were loud reports—bang! bang! and fire-staves spat bits of iron at us. We were paralyzed with fright: Our mouths hung wide open and we could not shut them. Things such as we have never seen, never heard of, never dreamed of—these were the work of evil spirits! Several of my men plunged into the water. . . . Some screamed dreadfully—others were silent—they were dead and blood flowed from little holes in their bodies. "WAR! That is WAR!" I yelled, "GO BACK!" The canoes sped back to our village with all the strength our spirits could impart to our arms. That was no brother! That was the worst enemy our country had ever seen.[2]

3. Chief Kabongo of the Kikuyu tribe of Kenya speaks to an Englishman

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[1] Basil Davidson, *A History of East and Central Africa to the Late Nineteenth Century*. New York: Doubleday/Anchor, 1969, n.p.

[2] Chief Mojimba's story, as told to Father Joseph Frassle in *Meine Urwaldneger*. Quoted in *The Quest for Africa*, by Heinrich Schiffers, 1958.

of his impressions of the "Pink Cheeks":

> It was in these days that a Pink Cheek man came one day to our Council. . . . He sat in our midst and he told us of the king of the Pink Cheeks, who was a great king and lived in a land over the seas. "This great king is now your king," he said. "And this land is all his land, though he has said you may live on it, as you are his people, and he is as your father and you are as his sons." This was strange news. For this land was ours. We bought our land with cattle in the presence of the Elders and had taken the oath and it was our own. We had no king; we elected our Councils and they made our laws. A strange king could not be our king and our land was our own. We had no battle, no one had fought us to take away our land, as in the past, had sometimes been. This land we had had from our fathers and our fathers' fathers, who had bought it. How then could it belong to this king? As the years passed and more and more strange things happened, it seemed to me that this path or road (built by the Pink Cheeks) was a symbol of all the changes. It was along this road now that came the new box-on-wheels that made men travel many days' journey in one day and that brought things for the market that the women wanted to have, clothes or beads to wear and pots for cooking. Along this road the young men went when they left to work with the Pink Cheeks and along it too they went when that day came that they traveled to fight in the war over the sea that the Pink Cheeks made against each other. . . . By that time my father, Kimani, died and his spirit joined those of our ancestors, our own land was poor, too. For even though many of our family had gone away to work for the Pink Cheeks, our numbers had increased and there was now no room for the land to rest and it was tired. The food it grew was poor and there was not enough grown on it for all to eat. Those of our family who worked for the Pink Cheeks sent us food and coins that we could buy food with, for else we could not live.[3]

4. Prince Modupe was born in the French Guinea. Later he left his childhood home in West Africa and moved to the United States. This quote from his autobiography explains his feelings about himself, his ancestors, his people, and the changes they experienced under colonialism:

> One day I was reading along in First Corinthians [in the Bible] when none of the words seemed to make much sense or to be of special interest. The day was drowsily, dreamily hot. . . . I was about to give up when a certain few words popped up at me. . . . "There is one glory in the sun, and another glory in the moon, and another glory of the stars." . . . I stopped reading. I repeated the words over aloud to myself. Into my mind flashed the sight of my grandfather bending thoughtfully over the sundial he made by crisscrossing straws over a gourd. . . . I know that he never looked at his homemade time

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[3] As told to Richard St. Barbe Baker, *Kabongo*. London: George Ronald, 1955, n.p.

device without feeling in his venerable bones the glory of the sun, that other glory of the moon, that further glory of the stars. He often spoke to me about these things. He meditated upon them. A chill of excitement ran through me. I shivered with it . . . I had found my first clear answer to the confusions that deveiled me! THE GLORY OF GOD WAS NOT IN AN ALARM CLOCK! THE GLORY OF GOD WAS IN THE SUN AND THE MOON AND THE STARS! . . . Perhaps I could have arrived at this sooner and with less mental anguish had not that first white man who came to Dubricka [the prince's village] showed us mechanical gadgets as evidence of the power of God. Only one article was of spiritual import—the Bible. Every other thing with which he tried to impress and convert our people was not an artifact from his religion, but a representative item from his machine civilization. He had led us to believe that white nations had guns and steamships and skyscrapers and mirrors and matches, while the black tribes had none of these things, because the white God was more powerful. White men had accredited their own brilliant inventions to their God in an attempt to enhance God's power, as though God needed an alarm clock to be great! The greatness of God was in every stick and stone and star, just as we have been taught in the Bondo Bush. If God has a face, which seemed more improbable than ever now, that face bore more resemblance to my grandfather's when he felt the sun blessing his old bones than it did the crafty visage of a spying policeman.[4]

5. J. Kwegyir Aggrey, an African minister of the African Methodist Episcopal Zion Church, was born in the Gold Coast (then a British possession, now Ghana). He studied at American universities, including Columbia University, then he returned to Africa and preached all over the continent. In discussing race, he often used the analogy of a piano keyboard, pointing out that both black and white keys were of equal importance and that both were needed to produce harmony. This image should be familiar to most students because of the song "Ebony and Ivory" that was recorded a few years ago by Paul McCartney and Stevie Wonder. The following is Aggrey's best-known sermon, titled "The Eagle and the Chicken," which illustrates how Africans' feelings about themselves changed under colonialism:

> A certain man went through a forest seeking any bird of interest he might find. He caught a young eagle, brought it home and put it among his fowls and ducks and turkeys, and gave it chickens' food to eat, even though it was an eagle, the king of birds. Five years later a naturalist came to see him, and after passing through his garden, said, "That bird is an eagle, not a chicken." "Yes," said its owner, "but I have trained it to be a chicken. It is no longer an eagle, it is a chicken even though it measures fifteen feet from tip to tip of its wings." "No," said the naturalist, "it is an eagle still: it has the heart of an eagle, and

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[4] Prince Modupe, *I Was a Savage*. New York: Harcourt, Brace and World, 1957, n.p. Reissued as *A Royal African*. New York: Praeger, 1959.

I will make it soar high up to the heavens." "No," said its owner, "it is now a chicken and it will never fly." They agreed to test it. The naturalist picked up the eagle, held it up and said with great intensity: "Eagle, thou art an eagle, thou dost belong to the sky and not to this earth: stretch forth thy wings and fly!" The eagle turned this way and that, and then, looking down, saw chickens eating their food, and down it jumped. The owner said, "I told you it was a chicken." "No," said the naturalist, "it is an eagle, give it another chance tomorrow." So the next day he took it to the top of the house and said: "Eagle, though art an eagle, stretch forth thy wings and fly," but again the eagle, seeing the chickens feeding, jumped down and fed with them. Then the owner said: " I told you it was a chicken." "No," said the naturalist, "it is an eagle, and it still has the heart of an eagle: only give it one more chance and I will make it fly tomorrow." The next morning he rose early and took the eagle outside the city, away from the houses, to the foot of a high mountain. The sun was just rising, gilding the top of the mountain with gold, and every crag was glistening in the joy of that beautiful morning. He picked up the eagle and said to it: "Eagle, thou art an eagle, thou dost belong to the sky and not to this earth: stretch forth thy wings and fly!" The eagle looked around and trembled as if new life were coming to it: but it did not fly. The naturalist then made it look straight at the sun. Suddenly, it stretched out its wings and, with the screech of an eagle, it mounted up higher and higher and never returned. It was an eagle, though it had been kept and tamed as a chicken! My people of Africa, we are created in the image of God, but men have made us think that we are chickens and we still think we are: but we are eagles. Stretch forth your wings and fly! Don't be content with the food of the chickens![5]

6. In 1958, in Conakry, the capital of Guinea, Sekou Toure, the leader of the Democratic party of Guinea, responded to the French plan:

> We have a grave and pressing need: our dignity! But there is no dignity without freedom. For any subjection, any coercion, dishonours the man who submits, deprives him of part of his humanity and arbitrarily turns him into an inferior being. We prefer poverty in freedom to riches in slavery.[6]

When the people of Guinea went to the polls, they voted 97 percent for independence, and Toure went on to become the new nation's first president. In the British colonies, this same spirit for independence was found. However, the British kept delaying independence, saying that the Africans were not ready for self-government. One African leader, Ndabaningi Sithole, responded to this attitude by pointing out that the record of Western countries, which enjoyed the privilege of self-rule, was far from perfect. In this century alone, two devastating wars had cost the lives of four million people. To hold the Africans to standards that the British themselves could not uphold was, to Sithole, unacceptable: "We don't have to prove [that we can rule ourselves well]. That is none of your business."

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[5] Edwin W. Smith, *Aggrey of Africa.* London: SCM, 1929, n.p.

[6] F. Seth Singleton and John Shingler, *Africa in Perspective.* Rochelle Park, N.J.: Hayden Book Co., 1967, n.p.

In this activity, panel discussions are conducted concurrently by several break-out groups. Each group is led by a moderator, who has developed four or five discussion questions beforehand; the moderator must also ensure participation by all panelists. The teacher can monitor groups' discussions and, at the end of the activity, discuss the activity with the whole class.

Activities for Other Topics

South Asia is home to dozens of ethnic groups speaking hundreds of languages and dialects. Hinduism and Buddhism both began here; Islam arrived as a result of foreign conquest. The Indian subcontinent, stretching from its desolate, five-mile-high, snow-capped border with China and barren desert border with Pakistan, to the densely populated monsoon-soaked Malabar Coast and subtropical Ganges Plain, supports one of every six human beings on earth—850 million and growing at a million per month. It is a land of great diversity—of geography, people, and religion. India has the second-largest population of Muslims in the world (after Indonesia). Political diversity, too, has been a factor in India's history: Over 500 princely states were encountered by the Portuguese, Dutch, French, and British seeking trade.

An understanding of Indian history necessarily begins with an understanding of the geography of the region. Students are divided into collaborative groups; each group selects a cartographer to map the information researched by the group and a reporter to explain the group's findings to the class. Each group is assigned one or more of the following to research and map:

- Draw and label a geographic coordinate for India; locate the Tropic of Cancer; label India's surrounding oceans and seas.
- Explain major elements of the absolute location of the subcontinent. Explain why India is termed a *subcontinent*.
- Examine and explain the extent of European colonial empires. Relate the Indian subcontinent to worldwide expansion.
- Locate the borders of the Indian subcontinent, current and past.
- Locate the major land and sea trade routes to and from India; note the "choke points."
- Explain the major elements of the relative location of the subcontinent.

- Locate the major landforms of the subcontinent and describe its shape; note the location and direction of movement of the Indo-Australian plate.
- Locate the major rivers and stream patterns of the subcontinent; note the types of common disasters.
- Locate the pressure patterns of Asia for summer and winter; note the direction of air flow for each season.
- Note and quantify the rainfall (amount and distribution).
- Show the relationship between wind patterns and rainfall in South Asia.
- Show the distribution of climatic types on the subcontinent.
- Show the distribution of agricultural regions.
- Evaluate the relationship between climate and agriculture on the subcontinent.

To complete this activity, each group will need access to outline maps in transparency form (of the world, Asia, and India); erasable markers for writing on transparencies; and atlases, both current and historical.

The teacher reviews with students the map-reading concepts of latitude and longitude and reminds them that these concepts are used together to locate places on the globe. Given coordinates of latitude and longitude, students identify and list various national satellites, territories, or protectorates; they then identify the controlling power of each, using an atlas, globe, or map as a guide. In each of these sources, how are controlling powers identified?

Methods of calculating distance on a map or globe are reviewed. Students plot the distances between various satellites and their controlling powers by using rulers or other tools for measuring distances.

Students examine topographic or thematic maps, closely observing the boundaries of various European colonies in Africa. What natural and cultural features contribute to the delineation of borders between colonies? Do these colonial borders reflect prior cultural characteristics of the area? A class discussion of this topic leads into a consideration of the physical and cultural geography of Africa. Students work in small groups to prepare charts illustrating these diverse features, using the five themes of geography: (1) absolute and relative location; (2) place; (3) human/environment interaction; (4) movement; and (5) region. After creating a chart, the following questions are discussed:

- What late nineteenth- or early twentieth-century British industries or concerns benefited from each colony? Why?

- Which colonies would be more difficult for Great Britain to control? Why?
- How was transportation different from area to area?
- How were goods moved from each colony to Great Britain?
- Which colonies do you think would be most prosperous? Why?
- Why do you think colonies of most other imperialist powers were clustered together?
- Why do you think such a large number of Africa's major cities today are located on the coast?

Students may examine different imperialist colonies and colonial powers and analyze common features of each. What physical and cultural characteristics of an area made it a good candidate for colonization? What physical and cultural characteristics were common to most imperialist powers? How did the effects of the Industrial Revolution in each of these powers lead to selection of various sites for colonies? Collaborative learning groups investigate these questions and report back to the class. Textbooks and other references may be used by the groups.

How did European powers gain control of areas that were generally resistant to being taken over? Force (or its threat), treaty, and purchase were three common methods. Given a blank map of the world, students identify which method was used to gain control of various colonies, and they create a key to explain their maps. Did methods of control follow a pattern? If so, was the pattern based on the controlling power, on the location of the colony, or on other factors?

Colonization brought goods and services from a colony to its controlling power. Perhaps just as importantly, cultural characteristics of both regions were exchanged. Using specific colonies or areas, students cite examples of cultural diffusion between cultures. The class may work in groups, each group assigned a specific colonial area. Students also should cite some of the long-range effects of cultural diffusion.

Hinduism is a term that was adopted in the nineteenth century to refer to the various religious practices of those who lived in India and did not identify themselves as Muslim, Christian, or Jain. Therefore, Hinduism included people who did not refer to themselves as such. Today, the term has been accepted by Indians to refer to those who adhere to the following set of beliefs and practices:

- Reverence for the *Vedas*, ancient Sanskrit scriptures, and other religious texts considered sacred
- Acceptance of transmigration (rebirth), a dilemma to be solved by release (moksha) from bondage to this world brought about by consequences of one's actions (karma)
- Reverence of certain deities
- Acceptance of obligations to satisfy one's ancestors with progeny, offerings, and prayers
- Acceptance of a class and caste status within a social structure that other Hindus would recognize

In order to gain an introduction to Hindu worldviews, students read selections from such texts as the *Upanishads*, the *Bhagavad Gita*, or the *Puranas*, listed in the "General Resources" for this unit. The term *upanishad* means a "sitting" and refers to instruction at the foot of a sage. More than 100 *Upanishads* exist, though perhaps a dozen are the best known. The *Bhagavad Gita* is regarded by many scholars to be the most influential of the *Upanishads*. It presents the lessons of life communicated by Lord Krishna to the archer Arjun in the fury of combat. The influence of the *Upanishads* contributes to a widespread worldview in India that regards liberation as the inner receptivity of divine calling; hence, there is less emphasis on combating social injustice than there is in other parts of the world. Students glean insights into duty and action when they examine the third teaching of the *Bhagavad Gita* for Krishna's comments on the discipline of action.

The *Puranas* (literally "old material") contain proverbs and moralities that illuminate for students the commonalities and differences in beliefs among religions of the world.

* * *

Manifest Destiny was the belief held by Americans in the nineteenth century that the expansion of the country's borders across its continent was a moral imperative as well as an economic benefit. What beliefs powered the similar expansion of the Russian Empire? Using the maps listed as a guide, students create their own expansion maps based on the reasons or methods of expansion by both of these powers. Are there similarities in the patterns of expansion or the reasons for this expansion? Could U.S. and Russian territorial expansion across their respective continents be considered imperialism? Why or why not? This activity requires some research outside of class and may be adapted as a homework or library assignment.

Both the Heartland and Rimland theories have been used by geographers in reference to the expansion of Eurasia.

As set forth by British geographer Sir Halford Mackinder (1861–1947), the Heartland refers to the area in Eurasia between the Elbe River and the Ural Mountains; before the development of the intercontinental ballistic missile, it was considered the least vulnerable area in the world. According to Mackinder, "Who rules East Europe commands [will ultimately dominate and/or conquer] the Heartland [largely Russia, Siberia, and northern China]. Who rules the Heartland rules the World-Island [Eurasia and Africa]. Who rules the World-Island commands the World."

The so-called World Island was important in Mackinder's estimation because it constituted the world's greatest compact land mass. The Heartland theory stimulated much controversy and discussion among scholars. In his 1944 book, *The Geography of Peace,* American geographer Nicholas Spykman argued that Mackinder's thesis had left out an important factor: the Rimland, which Spykman identified as the coastal or peripheral areas of the World Island—western Europe, western and southern Africa, the Arabian Peninsula, Iran, India, southeastern Asia, southern China, and Japan. Looking at the world power from the perspective of oceans rather than the Heartland, Spykman countered Mackinder's theory with a dictum of his own: "Who controls the Rimland rules Eurasia; who rules Eurasia controls the destinies of the world." In Spykman's view, control of the Heartland meant limited power unless one also controlled the Rimland.

During the cold war, these theories were the basis for strategies and counterstrategies between the Soviet Union (which used its Heartland control to project its power into the Rimland and beyond) and the United States (which courted friendship with China, defended South Korea, helped bring Japan to postwar world prominence, maintained influence in the Middle East, worked with NATO allies to hold on to the European Rimland, and fought a debilitating war in Southeast Asia to prevent Heartland expansion). The importance of the two theories is manifest whenever the worldwide balance of power is taken into consideration. In fact, the postglasnost era has renewed debate over the two theories. Will Russia continue to pursue the Heartland in some way? Do recent changes in U.S. defense policy suggest an abandonment of the Rimland theory?

Students view a geopolitical map showing the territorial development of

Russia over the course of six centuries. Referring to the Heartland theory, students consider why Mackinder and other British officials feared that the czar might challenge Britain's empire in Asia, particularly India. When students study the 1917 Russian Revolution in Unit V, they should consider why the Soviet call for world revolution provoked both fear and a renewed examination of Mackinder's writings. (Implicit in Mackinder's theory was the belief that Russian rule of the world was an eventual probability, a position still maintained by staunch advocates of the Heartland theory.)

For more detailed information regarding these two influential theories, teachers and students are referred to *The Human Mosaic: A Thematic Introduction to Cultural Geography* (sixth edition) by Terry G. Jordan, Mona Domosh, and Lester Rowntree, listed in the "General Resources" for Unit II.

Extended and Correlated Activities

The simulation *Living in a Global Age*, published by SPICE (Stanford Program on International Cross-Cultural Education), teaches the concept of worldwide resource distribution. In the simulation, students portray presidents, diplomats, and technicians in order to explore issues of global trade and interdependence. Student groups represent individual nations with varying amounts of resource technology, represented by the bulbs, batteries, or cases they are allotted. Then groups negotiate with each other to obtain all the components they need to assemble a working flashlight. The interaction typifies the cooperation and conflict among the developed and developing countries of today.

This simulation, requiring one class period, is set in contemporary times; therefore, the next class period should be used to discuss the differences between the interdependent world of today and the nineteenth-century world. In the 1800s, for example, the technology-rich imperial powers had an option not available to modern nations: to seize and annex resource-rich colonies. What conditions or attitudes make this goal unfavorable for twentieth-century powers? What accounts for the change?

Many musicologists believe that the musical systems and instruments of East Asia are descended from or related to the music of India. In addition to a rich folk literature, India possesses a sophisticated musical heritage intended for serious listening. Improvisation is one of the principal characteristics of this music. Just as jazz musicians must be able to improvise in order to perform in true jazz style, so artists in India are able to improvise but do so in a wider range of tonalities and rhythmic combinations. Indian music is based on scale melodies called *ragas* and rhythmic patterns called *tals*. There are literally hundreds of ragas and tals, although not all of them are commonly used.

The term *raga* is also used to refer to the music that is improvised on the scalelike melody. A formal raga is a lengthy form, polyphonically intricate, and structured in three parts. A slow movement called *alap* introduces the raga; next, in a movement called *jor*, the rhythm of the tal is added; the final section, *gat*, climaxes the work with a series of improvisations. Instruments common in the performance of ragas include the percussion instruments of the *tabla* (northern India), *mrdangam* (southern India) and *banya;* the bowed string instruments of *sarangi* and *sarinda;* the *tambura* and *sitar*—both types of lutes; and the *vina*, or *veena*, a zither. Teachers and students are referred to *Musical Instruments of the World* and Curt Sachs's *The History of Musical Instruments*, listed in the "Visual and Performing Arts Resources" for this unit.

Students can experiment with tals by playing some of them. They should also listen to recordings of ragas made by accomplished Indian musicians. The names of some of the more common tals are given in Figure IV-4, in which arabic numerals are used to indicate beats. Using a hand drum, a student performer slaps the drum on beats indicated by an *x* and taps it on the other beats; however, any beat marked with a zero indicates a rest, or beat of silence, during which the hand is lifted slightly instead of making the sound.

Ragas and tals are expertly performed on recordings in the *WORLD MUSIC* series by Nimbus Recordings. Flutist Hariprasad Chaurasia is joined by tabla player Fazal Qureshi in improvisations on the bhimpalasi raga on Nimbus Records, no. NI 5298; the raga shankara is heard on no. NI 5245, performed on the sarangi by Ram Narayan. Nearly two dozen other recordings highlight the depth and range of this extraordinary musical tradition. Teachers are referred to the "Visual and Performing Arts Resources" for further information about the *WORLD MUSIC* series.

Classic works of Indian drama stem largely from the court traditions that flourished from roughly the fourth to tenth centuries. India's drama of this era is characterized by poetic, idyllic

Figure IV-4

Some Tals of India

	x				0														
Dadra:	1	2	3	|	4	5	6												
	x					0													
Kehrwa:	1	2	3	4	|	5	6	7	8										
	x					x					0					x			
Tintal:	1	2	3	4	|	5	6	7	8	|	9	10	11	12	|	13	14	15	16
	x			x				0			x								
Jhaptal:	1	2	|	3	4	5	|	6	7	|	8	9	10						
	x				x			0											
Rupak:	1	2	3	|	4	5	|	6	7										
	x			0			x			0			x			x			
Ektal:	1	2	|	3	4	|	5	6	|	7	8	|	9	10	|	11	12		
	x				x					0				x					
Dipchandi:	1	2	3	|	4	5	6	7	|	8	9	10	|	11	12	13	14		
	x						x						0						
Dhamar:	1	2	3	4	5	|	6	7	8	9	10	|	11	12	13	14			

NOTE: This chart originally appeared in the eighth grade textbook *The Spectrum of Music*, by Mary Val Marsh, Carroll A. Rinehart, and Edith J. Savage. New York: Macmillan, 1980, p. C-30. It is reproduced here by permission.

beauty and the avoidance of unseemly incident or violent emotion. It most often deals with themes of heroism or the love between a man and a woman. There is a happy ending consistent with the idyllic style of the play.

Theater historian Sheldon Cheney encapsulates the religious origins of the drama as relayed in some Hindu accounts:

> During the Golden Age there could be no need for drama, because the sadness that is a part of every dramatic story could mean nothing where sorrow and pain are unknown. But in the following Silver Age, the gods asked the All-father to create a new art which would give pleasure to the eye and the ear alike. So Brahma took from the four existing Vedas the elements of recitation, song, mimetic art, and "sentiment" or "passion," and combined them in a new art form.
>
> The other gods contributed further elements—Shiva, sometimes identified as the Indian Dionysus, gave the dance—and Brahma caused the divine architect to build a playhouse where the sage Bharata would set forth the new-born drama in production. "Bharata" became, indeed, one of the names for "actor."[7]

Kalidasa, one of India's important early playwrights, is thought by some Hindu scholars to have lived at the time of King Vidramaditya; other historians believe that he lived as late as the fourth, fifth, or sixth centuries (A.D.). Hindu scholars deem him "the grace of poetry"; Western scholars, the "Shakespeare of India." His drama *Shakuntala,* generally considered to be his masterpiece, is written in a combination of prose and poetry. It relays the story of the love between King Dushyanta and the beautiful Shakuntala who becomes Dushyanta's queen and bears their son, Bharata, who later becomes the founder of the race of Bharatas. Love, mirth, heroic energy, terror, and disgust are engendered in various scenes, yet in a graceful style that maintains the prevailing mood of eroticism. It is an archetype of the heroic drama of the period.

By way of contrast, a play attributed to Shudraka entitled *The Little Clay Cart* eschews the kings and well-born maidens to focus on romantic events in the life of a virtuous Brahman-merchant, Charudatta. The plot is a good example of the "drama of invention," involving a jewel theft, escapes, mistaken identity, the clearing of Charudatta's innocent name, and the legal elevation of a courtesan, Vasantasena, to a position that allows her to marry Charudatta. Less idyllic and poetic than *Shakuntala*, the play is marked by liveliness, humor, and readily identifiable characters. *The Little Clay Cart* was given a distinguished and memorable production by

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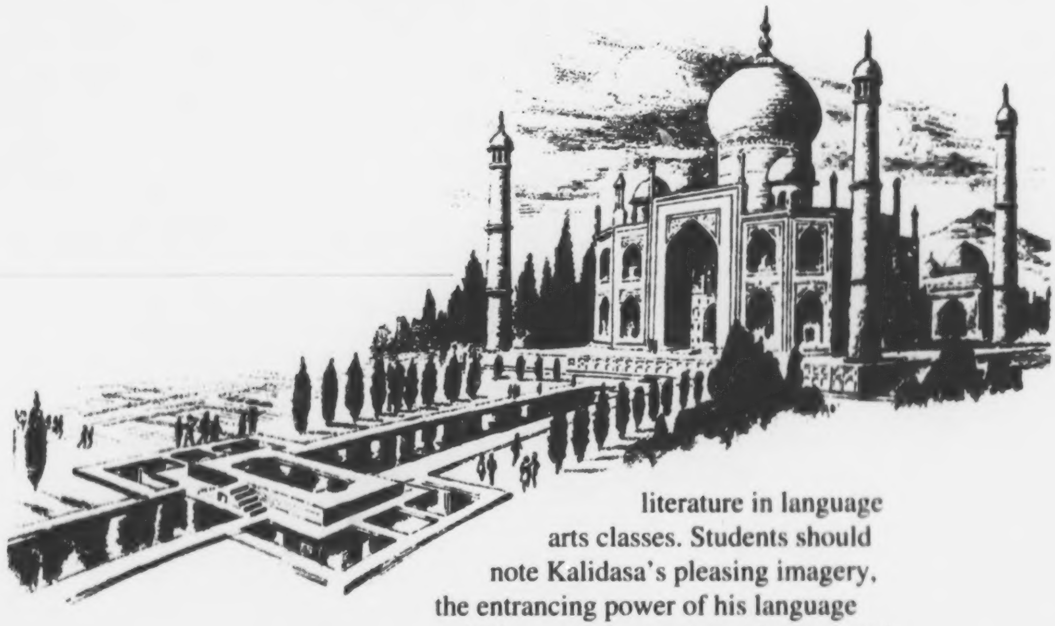
[7] Sheldon Cheney, *The Theatre: Three Thousand Years of Drama, Acting, and Stagecraft*. New York: Longmans, Green and Co., 1929, p. 107.



New York's prestigious Neighborhood Playhouse during the 1920s, marking the introduction of Hindu drama to American audiences. This production was adapted from Arthur Ryder's translation *The Little Clay Cart: A Hindu Drama Attributed to King Shudraka* (Cambridge, Mass.: Harvard University Press, 1905); the Neighborhood Playhouse script was later published for the general reading public (New York: Theatre Arts, Inc., 1934). Regrettably, no suitable translation of *The Little Clay Cart* is in print as this publication goes to press; teachers are referred to libraries, secondhand bookstores, and stores specializing in Asian books.

Among good English translations of Kalidasa's work is Arthur Ryder's *Kalidasa: Translations of Shakuntala and Other Works* (New York: Everyman's Library, n.d.), now out of print but available in libraries. A more recent translation is that by Hemant Kanitkar (Columbia, Mo.: South Asia Books, 1984). Selected scenes may be studied in theater courses or read as literature in language arts classes. Students should note Kalidasa's pleasing imagery, the entrancing power of his language (which to some extent must be accepted on faith, given the difficulties in translating from Sanskrit), and the portrayal of love and misunderstanding:

> The "theatres" in which plays were presented in the time of Kalidasa can be reconstructed only half conjecturally. . . . The many royal palaces afforded perfect facilities for producing plays before select audiences. . . . Usually a great hall or the central outdoor court was chosen. The king or prince, his retinue and his guests were grouped at one side, perhaps around a throne or royal box; a space would then be appropriated to the actors, dancers, and musicians.
>
> No special background was erected, except for one curtain. . . . The rest would be the naturally pleasing architecture and decoration usual to the palace: rich, neutral, perfectly fitted to the sensuous-sentimental lyric-drama to be presented. . . . [The art of acting was] diligently studied. . . . The actors wore no masks, and women played the female characters. As in Greece, the actors in the literary theatre were an honored group in society, at least at one time; though through the ages there was also an obscure street theatre in which

performed a class of actors and tricksters little better than vagabonds and thieves.[8]

Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that writers of the *Course Models* suggest as essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies.

Resources for the Sample Topic

*Achebe, Chinua. *Things Fall Apart.* New York: Fawcett, 1985. In this powerful account of precolonial Ibo life in Nigeria, the reader learns about the richness of Ibo society through the life of the protagonist, Okonkwo. Traditional life is torn apart when the white man brings Christianity along with colonialism. Though the new religion causes splits in families and kinship groups, it is colonialism that tears apart the fabric of Ibo life.

Conrad, Joseph. *Lord Jim.* New York: Bantam, 1981. Like many of Conrad's novels, this one is about human weakness, failure, and redemption. The story concerns a man's single act of cowardice: He abandons ship, thinking that it is sinking. The ship, jammed with pilgrims journeying to Mecca, eventually makes port. The remainder of the novel follows the protagonist as he seeks redemption. See also the author's *Heart of Darkness,* which depicts some injustices of colonialism.

**Course Models for the History–Social Science Framework, Grade 7—World History and Geography: Medieval and Early Modern Times.* Sacramento: California Department of Education, 1994. Pages 28–30 of this teacher's resource cite passages from the Qur'an (Koran) that can be used to complement the study of Muslim culture in India. Additional resources and instructional ideas easily lend themselves to adaptation for use at tenth grade. For purchasing information, contact the publisher at (800) 995-4099.

De Wagenheim, Kal, and Olga Jimenez. *Puerto Rico's Revolt for Independence: El Grito de Lares.* Princeton, N.J.: Markus Wiener Publishers, 1993. De Wagenheim interprets Puerto Rico's first and most significant attempt to end its colonial dependence on Spain. The author describes the imperial policies and conditions within Puerto Rico which led to the 1868 rebellion known as El Grito Lares. The book is also available in Spanish. See also *The Puerto Ricans: A Documentary History,* by the same authors, who believe that Puerto Ricans' experience as a people has been obscured by propaganda and that a subtle brand of colonialism still endures.

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[8] Cheney, *The Theatre,* pp. 113–114.

Dinesen, Izak. *Out of Africa*. New York: Crown, 1987. Dinesen's novel is about the last years of the European presence in East Africa. It is a sensitive story of European-African relations prior to, during, and after World War I. It is partially autobiographical and, in addition to providing an excellent contemporary account of Kenya before independence, reveals the attitudes of many whites toward the indigenous people of Africa.

Earth History. Denver, Colo.: Earthbooks, 1991. In this small historical atlas of eras and places from earliest known history to the present, colorful maps are complemented by small art prints and narratives that encapsulate historical and cultural developments. Useful at more than one grade level, the book is a handy reference for teachers and students.

*Headrick, Daniel R. *Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. New York: Oxford University Press, 1981. Available in paperback, Headrick's work is an authoritative history of its topic. It is broad enough to provide a good general understanding of the workings of European imperialism and specific enough to examine how or why imperialism was established in different regions of the world. India receives major coverage.

Hobson, John A. *Imperialism*. Ann Arbor: University of Michigan Press, 1965. Available in paperback, this is the classic nineteenth-century discussion of British imperialism. It is useful as a historical document for teachers and serious students examining this era.

I Will Not Bow My Head: Documenting Women's Resistance in World History. Edited by Lyn Reese. Berkeley, Calif.: Women in the World Curriculum Resources, 1994. Over 60 primary sources contained in this collection reveal the defiant or resistant voices from diverse historical periods and cultures. Background information, follow-up questions, activity suggestions, and illustrations are included. This is one of the most useful one-volume collections for classroom use, and it is appropriate for more than one grade level. Recommended for this unit are "The Rain," "The Thames," and "Sarojini Naidu: Indian Independence Movement."

International Atlas. Chicago: Rand McNally, various dates. This atlas is cited for its good-quality maps of Bombay, Calcutta, and Delhi. It is available from libraries.

Mason, A. E. W. *The Four Feathers*. New York: Carroll & Graf, 1987. This romantic novel begins in England when the protagonist is a small boy, but most of the novel transpires in Africa, specifically the Sudan. There is an excellent account of the Battle of Omdurman, which was the event that solidified English rule over east central Africa. The perspective of the novel is British.

People and Issues in Latin American History: The Colonial Experience (Revised edition). Edited by Lewis Hanke and Jane Rausch. Princeton, N.J.: Markus Wiener Publishers, 1993. Descriptions of urban life, the Inquisition, and Indian-Spanish relations in the sixteenth century are found in this

reader on colonial Latin American history. The editors devote considerable attention to the roles and experiences of women

Problems in African History, Vol. II: *Historical Problems of Imperial Africa* (Revised edition). Edited by Robert O. Collins. Princeton, N.J.: Markus Wiener Publishers, 1993. Presented in Collins's anthology are conflicting arguments on highly controversial issues in the study of colonial Africa. Designed to stimulate class discussions and to engage students with the subject, the book presents the following issues: the partition of Africa; collaboration with or resistance to European rule in Africa; colonial rule in Africa; the education of the African; the forging of a national identity; and exploitation or development in Africa. Also by Collins is *Central and South Africa,* which begins in the Congo in the fourteenth century and includes the centuries-later writings of Patrice Lumumba. The section on South Africa begins with the native people and the first Dutch settlement in the seventeenth century and ends with the beginning of apartheid and the early writings of Nelson Mandela.

Rand McNally Goode's World Atlas (Seventh edition). Edited by Edward B. Espenshade, Jr. Chicago: Rand McNally, 1986. This general-purpose atlas is consistently recommended by many geographers as a good, all-purpose reference, though this edition lacks some maps reflecting areas of current interest and does not contain historical maps. It is invaluable for its thematic maps depicting the distribution of physical, cultural, and economic factors.

Recasting Women: Essays in Colonial History. Edited by Kumkum Sangari and Sudesh Vaid. New Brunswick, N.J.: Rutgers University Press, 1989. Pages 89–126 are germane to this unit in their depiction of women's lives during the Raj.

Ruete, Emily. *Memoirs of an Arabian Princess from Zanzibar.* Princeton, N.J.: Markus Wiener Publishers, 1993. This memoir, recommended for teachers' background reading, links African and Islamic cultures as seen through the eyes of an indigenous observer, a princess raised in a harem. The story is set against a backdrop of political intrigue during European colonialism. Nineteenth-century Arab and African life is vividly portrayed in the palace, in the city, and on plantations.

Shepherd, William R. *Historical Atlas* (Eighth edition). New York: Barnes and Noble, n.d. This atlas of several generations ago is recommended for the quality and detail of maps depicting countries prior to World War II. Teachers and librarians are advised to save older atlases for comparison studies; such atlases, considered out-of-date, are sometimes discarded.

Snellgrove, L. E. *The Modern World Since 1870* (Second edition). Essex, U.K.: Longman Group, 1991. Maps of Africa in 1875 and in 1914 designating the colonial possessions of the British, French, German, Italian, Portuguese, Spanish, and Belgian nations illustrate the scramble to acquire land in Africa.

European business was so profitable in the last 30 years of the nineteenth century that these nations looked for new places to sell their goods and invest their money. They looked elsewhere to add to their possessions because the map of Europe could not be changed except by war. Heavy artillery and the use of machine guns against spear-throwing tribesmen in battle ensured almost certain victory. Another strong motive behind colonialism was the belief that a great power should have colonies.

**The Times Atlas of World History*. Edited by Geoffrey Barraclough. Maplewood, N.J.: Hammond, 1979. This is a large, extraordinarily comprehensive atlas that allows readers to piece together the movement of peoples and creation of nations over the course of centuries. It is more likely to be purchased as a library reference, though each classroom would benefit from having its own copy on hand.

**Women in the World: Annotated History Resources for the Secondary Student*. Edited and compiled by Lyn Reese and Jean Wilkinson. Methuen, N.J.: Scarecrow Press, 1987. The entries for grades seven through twelve provide insightful reviews of recent materials on women in history and in contemporary life and cover general reference and background books such as anthologies, autobiographies, biographies, first-person accounts, fiction, and poetry. Annotations identify countries, time periods, reading levels, important themes and historical events, and suggestions for classroom use. Telephone the publisher at (201) 548-8600 for purchasing information.

Women's Voices on Africa. Edited by Patricia W. Romero. Princeton, N.J.: Markus Wiener Publishers, 1992. With its focus on African women, this collection recounts cross-cultural misunderstandings as revealed in Victorian women's writings on Africa. Writers include diplomats, journalists, missionaries, travelers, and a witness of the Mau Mau insurrection.

Wren, Percival Christopher. *Beau Geste*, *Beau Ideal*, and *Beau Sabreur*. Cutchogue, N.Y.: Lightyear Press, 1976. These three high-adventure novels of the French Foreign Legion provide an account of Legion exploits from the perspective of many Europeans at the time. The best known of the three novels is *Beau Geste*. These novels are also available from other publishers.

Zaire in Pictures. VISUAL GEOGRAPHY series. Minneapolis, Minn.: Lerner Publications, 1992. This exciting book on Zaire, the largest nation in Africa, presents objective coverage of Belgium colonialism; later resistance by educated Congolese; independence and civil war; and the weakening hold on power of Zaire's leader, Mobutu.

General Resources

Ali, Tariq. *An Indian Dynasty: The Story of the Nehru-Gandhi Family*. New York: G. P. Putnam's Sons, 1985. Since the departure of the British Raj in 1947, India has been ruled for all but three years by members of one remarkable family. Ali's book is an excellent resource for the lives of Jawaharal Nehru, his daughter Indira Gandhi, and her son Rajiv Gandhi.

Babb, Lawrence A. *The Divine Hierarchy: Popular Hinduism in Central India.* New York: Columbia University Press, 1975. This book deals with the geographical area of Chhattisgarh in central India, where the author intended to research the Satnamis but became involved with more general aspects of the religion of the region. Babb presents an overview of north Indian Hinduism. He covers such issues as Puja (worship), rules of purity and pollution, caste hierarchy, possession (as a palpable intrusion of the divine into the human world), textual and local traditions, life cycle rites, annual rites, and the hierarchy of the gods.

The Bhagavad Gita. Translated and interpreted by Franklin Edgerton. Cambridge, Mass.: Harvard University Press, 1944. The sixth book of the great Indian war epic, *Mahabharata,* the *Gita* is a philosophical dialogue between the warrior Arjuna and his charioteer, the god Krishna. This dialogue brings out the complexities and subtleties surrounding the Hindu notion of *dharma.* It represents a state of mind of the major figures engaged in the great battle, and, on another level, a personal struggle. The dialogue between Arjuna and Krishna shows the tension between Arjuna's state of pity and his heroic sense of duty. Krishna, Arjuna's companion, teacher, and god, commands devotion. As an incarnation of cosmic power, he is said to descend to the earth in times of chaos to restore order. Edgerton's commentary on the text (pp. 105–194) provides a useful introduction to the key issues in the story and in Hinduism in general. He discusses the "Soul and Body," "The Nature of God," "Action and Rebirth," and "The Way of Devotion to God." Because of the technical terms and lengthy philosophical discussions, this edition is suggested for teachers' background reading. A more readable translation for high school students is Barbara S. Miller's *Bhagavad Gita* (New York: Bantam, 1986). Other good editions include R. C. Zaehner's *The Gita* (New York: Oxford University Press) and J. A. B. van Buitenen's *The Bhagavadgita in the Mahabharta* (University of Chicago Press, 1981). The latter's introduction discusses important concepts in the text.

Bhatytacharny, Sachchidananda. *A Dictionary of Modern Indian History.* New York: George Braziller, 1967. This volume is valuable as a quick reference to people, events, and movements of Indian history. It is available through libraries.

Blank, Jonah. *Arrow of the Blue-Skinned God: Retracing the Ramayana Through India.* Boston: Houghton Mifflin, 1992. Jonah Blank says that the story of the Ramayana makes young children marvel, burly men weep, and old women dream. Blank recounts the 3,000-year-old epic as he retraces Rama's journey through contemporary India. The book is an encounter with India past and present.

Brown, Judith M. *Modern India: The Origins of an Asian Democracy.* Delhi, India: Oxford University Press, 1985. Brown provides important information about the development of the nation of India and the reasons and methods for

its emerging from the colonial period as it did. This book is suggested for teachers and serious students.

Caste Among Non-Hindus. Edited by Harjinder Singh. New Delhi, India: National Publishing House, 1977. Non-Hindu populations have carried complex aspects of past caste identity into the ways they practice Islam, Christianity, Buddhism, or Judaism. Concepts of ritual status, purity, and social groupings illustrate the comprehensive nature of the caste structures in Indian society. Although this book is out of print, it is available in some libraries.

Chatterjee, Debjani. *The Elephant-Headed God and Other Hindu Tales.* Cambridge, U.K.: Lutterworth Press, 1989. These classic stories of India show the strength and vitality of Hindu culture. Three worlds of gods, humans, and demons come alive to demonstrate beliefs of wisdom and folly.

Churchill, Winston. *India.* Contoocook, N.H.: Dragonwyck Publishers, 1990. Churchill discusses the nationalist aspirations and the need for natural resources and markets that influenced Britain's imperial expansion into India. Among Churchill's topics are the Indian freedom movement, Indian bloodbaths, and communal violence.

Collins, Larry, and Dominique LaPierre. *Freedom at Midnight.* New York: Simon and Schuster, 1975. The authors introduce the personalities involved in Indian independence, especially Gandhi, Nehru, Jinnah, and Mountbatten, and give an excellent recounting of the struggles involved. Teachers and serious students will find this work informative.

Cragg, Kenneth, and R. Marston Speight. *Islam from Within: Anthology of a Religion. THE RELIGIOUS LIFE OF MAN* series. Belmont, Calif.: Wadsworth, 1980. This annotated anthology of short selections discusses *surahs* from the Qur'an, aspects of worship, social practices, law, theology, art, mysticism, and contemporary issues.

Dongerkery, Kamala S. *India—Yours and Mine.* New Delhi, India: Publications Division, Ministry of Information and Broadcasting, Government of India, 1981. Distributed by Patiala House. This book emphasizing the Indian perspective on history and culture is an excellent resource for students. Although the book is out of print, it is available in some libraries.

Eck, Diana L. Darsan. *Seeing the Divine Image in India* (Second revised and enlarged edition). Chambersburg, Penn.: Anima Books, 1981. Many have dismissed the complex visual images of the Hindu pantheon as merely crude idols. In this short work, Diana Eck offers the reader images as visual texts for understanding the divine. The book is an introduction to the intricate and intimate relationship between the Hindu faithful and their deities.

Embree, Ainslie T. *Sources of Indian Tradition* (Second edition). New York: Columbia University Press, 1988. Part 1 of this textbook discusses the Vedic period and the wisdom of the *Upanishads.* Part 2 reviews the basic tenets of Jainism and Buddhism. Part 3 examines the Hindu way of life and the four "ends of man" (Dharma, Artha, Kama, and Moksa) and looks at the

Mahatma Gandhi

popular figures of the Hindu devotional movements. Part 4 is devoted to Islam in India, and part 5, to Sikh faith and practice. This book is frequently used in introductory courses at the college level. See also the author's *On Hindu Tradition* (New York: Random House, 1972) and *India in 1857: The Revolt Against Foreign Rule* (Columbia, Mo.: South Asia Books, 1987).

An Englishwoman in India: The Memoirs of Harriet Tytler, 1828–1858. Edited by Anthony Sattin. New York: Oxford University Press, 1986. This eyewitness account of the siege of Delhi in 1867 presents a vivid description of life in India at this time and of the attitudes and assumptions of the English in India.

**Folktales from India.* Edited by A. K. Ramanujan. New York: Pantheon Books, 1991. Part of the *PANTHEON FAIRY TALE AND FOLKLORE* series, the collection contains an array of simply told tales that exhibit humor, beauty, and wisdom. This and other Pantheon volumes of folktales are indispensable resources for teachers of history and the humanities.

Ford, Richard. *Tradition and Change in Four Societies: An Inquiry Approach.* Edited by Edwin Fenton. New York: Holt, Rinehart and Winston, 1968. This out-of-print resource is listed because of its excellent primary source material on the economic development in India, the traditional Indian society, and the development of a modern Indian society. It is available through college and university libraries.

Forster, E. M. *A Passage to India.* New York: Harcourt Brace Jovanovich, 1989. Considered one of the most piercing critiques of imperialism, this novel speaks to the situation of the British in India. Forster wrote that it is "about something wilder than politics, about the search of the human race for a more lasting home."

Galbraith, Catherine. *India, Now and Through Time.* Boston: Houghton Mifflin, 1980. This book chronicles the land, history, culture, and people of India from 1500 B.C. to the present. It is a general reference work for students.

Gandhi in India: In His Own Words. Edited by Martin Green. Hanover and London: University Press of New England, 1987. Green provides readers with a one-volume collection of numerous speeches and writings by the great leader.

Gandhi, Mahatma. *Gandhi: An Autobiography.* Boston: Beacon Press, 1957. Gandhi tells the story of his life and recounts how he came to be the leader of the Indian people in their struggle for independence from Britain.

Ganeri, Anita. *Benares.* New York: Dillon Press, 1993. Beautiful color photographs and detailed descriptions of legends, traditions, art, architecture, music, and food vividly portray the people of the holy city of Benares, whose culture is permeated by the Hindu religion.

Gold, Gerald. *Gandhi: A Pictorial Biography.* New York: Newmarket Press, 1983. Over 125 black-and-white photographs from Indian archives and the Gandhi Museum describe the personal, political, and spiritual periods in the life of Mohandas Gandhi.

Gray, J. A. B. *East Indian Tales and Legends.* New York: Oxford University Press, 1989. Gray's collection in paperback includes a wide range of ancient tales and fables, one of which is the *Ramayana.* The stories provide a background to history and a more complete understanding of India.

Gross, Susan Hill, and Marjorie Wall Bingham. *Women in India.* St. Louis Park, Minn.: Glenhurst Publications, 1980. The authors look at both historical roles of women in India and at their contemporary status. Descriptions by women of their own lives and other primary source material are incorporated, as well as government reports, statistics, anthropologists' data, folklore, and art. The classroom unit includes a set of books with glossaries and bibliographies, a teacher's guide, and a sound filmstrip.

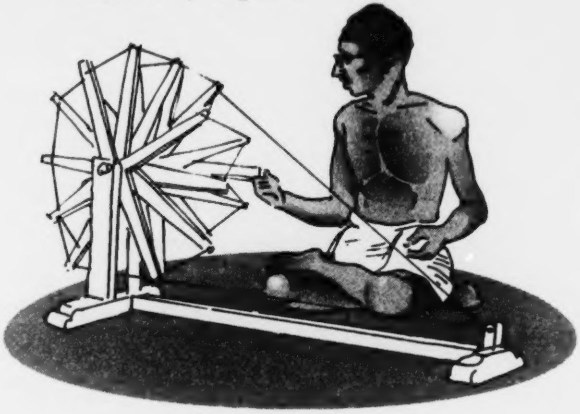
Heehs, Peter. *India's Freedom Struggle, 1857–1947: A Short History.* New York: Oxford University Press, 1988. This book, which traces the struggle for freedom that took place in India, is a concise and readable introduction to the topic for many high school students.

Hibbert, Christopher. *The Great Mutiny: India 1857.* New York: Viking Press, 1978. This book, a vivid and entertaining retelling of the terrible year of 1857, discusses the causes and course of the mutiny. Diaries and letters are quoted extensively.

Humphreys, Christmas. *Buddhism: An Introduction and Guide* (Third edition). New York: Penguin, 1990. Himself a practicing Buddhist, Humphreys displays a practitioner's devotion to his subject. The fourth chapter, "The Spread of Buddhism," is perhaps the most helpful one for teachers wanting a brief overview of Buddhism's general principles and worldwide influence.

India. Edited by P. P. Karan. Grand Rapids, Mich.: Gateway Press, 1988. Europeans arrived in India in the 1400s eager to buy its spices, silks, and other luxuries. While the Indians quarreled among themselves, their country was taken over gradually by Britain. Bloody violence occurred between Hindus and Moslems after India's independence in 1947, leading the British to believe that their presence prevented conflict. Karan's book thoroughly covers India, including Hinduism and the advantages and disadvantages of its caste system,

Gandhi at the spinning wheel



the repercussions of colonialism, and the important roles of Mohandas (Mahatma) K. Gandhi and Jawaharlal Nehru.

India: A Teacher's Guide. New York: The Asia Society, 1985. This teacher's resource is packed with primary source material for teaching about the history, geography, religions, and social structures of India. Though not completely congruent with the *Framework* description for this unit, some material and activities suggested, such as topics about religion or the *Ramayana*, can be adapted for use here. Available from The Asia Society, 725 Park Avenue, New York, NY 10021.

Jaffrey, Madhur. *Seasons of Splendour: Tales, Myths, and Legends from India.* New York: Atheneum, 1985. This selection of stories is accompanied by vivid illustrations. The stories are recounted in the sequence in which they might have been told at religious festivals.

Jensen, Anne Ferguson. *India: Its Culture and People.* White Plains, N.Y.: Longman, 1991. Jensen's book is a handy, easy-to-use reference work for teachers and possibly for students. Culture, history, and religion are given clear treatment in this overview, which is recommended for those who have little background in this topic.

Jhabvala, Ruth P. *The Householder.* New York: Norton, 1977. In this novel, a young, middle-class Indian couple come to know and love each other after their marriage.

Johnson, Donald J., and Jean E. Johnson. *Through Indian Eyes* (Revised edition). In two volumes. New York: The Center for International Training and Education, 1990. These volumes let Indians speak for themselves. Included are the editors' introductions and lesson plans. Volume I covers family relations, marriage, caste, and religious beliefs. Volume II describes India's nation building, including Hindu-Muslim relations; British rule, Gandhi's role in the independence movement, government, and economic development. This material is available from social studies supply houses.

Kakar, Sudhir. *The Inner World: A Psycho-Analytic Study of Hindu Childhood and Society* (Second edition). New York: Oxford University Press, 1981. Avoiding both psychological and philosophical jargon, Kakar follows the Indian tradition by conveying abstract thoughts in concrete imagery and examples.

Kanitar, Helen, and Hemant Kanitar. *Asoka and Indian Civilization.* San Diego, Calif.: Greenhaven Press. 1980. This booklet, written for students' use, presents biographical information on Asoka against the backdrop of Indian culture. Many excellent primary sources are excerpted, including several from Asoka himself.

Kinsley, David. *Hindu Goddesses: Visions of the Divine Feminine in the Hindu Religious Tradition.* Berkeley: University of California Press, 1986. After presenting an overview of the goddesses in the Vedic tradition, Kinsley devotes eight chapters to a thorough, often subtle discussion of the major goddesses of popular Hinduism. In the chapter "Goddesses and Sacred Geography," he

examines the earth, rivers, and various sacred locales in India as forms or manifestations of the Great Goddess. While devoted specifically to female divinities, the book also includes discussions of the male counterparts of these goddesses, namely Ram and Krishna.

Kipling, Rudyard. *Just So Stories.* Various publishers and dates. Although Kipling's early poem "The White Man's Burden" led to his identification with the very spirit of imperialism, he was a keenly appreciative student of Indian folktales and wisdom stories and later modified his views about imperialism. His *Jungle Book,* the story of a feral child raised by wolves, is a grand adventure that provides readers with considerable insight into Indian culture. Kipling's novel *Kim*, set in India, tells of an English youth and the older Indian man with whom he experiences a series of wild adventures; man and boy grow to love and respect each other. Readers will vicariously experience the rugged northwest Indian frontier during the late nineteenth century. Students should gain familiarity with these works, suggested for correlation with language arts classes.

Kumar, Narendra. *Basic Beliefs of Hinduism* (Second edition). Fremont, Calif.: Manav Mandir Publications, 1992. Kumar, a practicing Hindu, emphasizes the spiritual aspect of religion in his clear and concise presentation of the fundamentals of Hinduism; the reader should note however, that his presentation of Western views is oversimple. In Kumar's *Vedic Concept of God* (Fremont, Calif.: Rainbow Printing, 1989), the author explains why Hindus worship many deities when their own Vedas proclaim that all that exists is One, the Absolute, the Brahman.

Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800–1990.* New York: Verso Press, 1993. Kumar's topic is little discussed in some surveys of Indian history. This work covers a chronology that includes the Raj and follows events up to the recent past.

The Laws of Manu. Delhi, India: Motilal Banarsidass, 1988. Vol. XXV of the SACRED BOOKS OF THE EAST series. Edited by Max Muller. The *Manu-Smriti* (second century B.C.–second century A.D.) is the classic text of Brahmanical Hindu law and frequently quoted in Hindu culture. After an account of the creation, the text presents extensive religious and legal rulings for students, husbands, wives, kings, ascetics, criminals, penitents, sacrificers, transmigrators, and others. Excerpts or selected passages of this primary source are recommended for use with tenth graders. It is obtainable from public libraries or Eastern cultures bookstores (e.g., the Bodhi Tree Bookstore, Los Angeles).

Leppert, Ella C., and Ellen C. K. Johnson. *Insights India.* Toronto: Charles E. Merrill, 1980. This well-organized, illustrated paperback is designed as a supplemental book for high school students. It is clear, easy to read, and available through social studies supply houses.

*Markandaya, Kamala. *Nectar in a Sieve.* New York: New American Library, 1982 reprint. Set in the twentieth century, this is an evocative tale of the rural life of most of India's millions. The author tells of a peasant woman, the child bride of a farmer, who tends the land and endures many hardships, including drought and the starvation of her children. The work is a modern classic, highly recommended for student reading in language arts classes.

Maugham, Somerset. *The Razor's Edge.* New York: Penguin, 1987. This British novel tells of a worldly young man who is converted to Hinduism and gives up his inheritance for the holy life.

Mayer, Marianna. *The Golden Swan: An East Indian Tale of Love from the Mahabharata.* New York: Bantam Books (Bantam Skylark), 1990. One of Bantam's *Timeless Tales* series, this slender, easy-to-read book recounts the famous story of Nala and Damayanti, a tribute to womanhood and enduring love. Illustrations by Robert Sauber give the book added appeal.

*Ministry of Information and Broadcasting, Government of India. *India: A Reference Annual.* Distributed by the Information Service, Embassy of India, Washington, D. C., revised yearly. Most useful as a library reference, this is a source of economic, social, and political data. It describes the workings of government and other institutions and provides information on agriculture, industry, commerce, labor, housing, and other topics.

Narasimhan, Sakuntala. *Sati, Widow Burning in India.* New York: Doubleday, 1990. Indian tradition holds that chastity, purity, and loyalty to the husband are the highest ideals for women. Giving up her life on the death of the husband—*sati*—was proof of chastity or the ultimate expression of a wife's fidelity. Hindu religious heads differ in their views of sati: Some insist that widow immolation is enjoined by the scriptures; others, that sati has no scriptural sanction. Sati has been illegal since 1829, when the British governor-general passed a law to abolish the custom.

Narayan, R. K. *Waiting for the Mahatma.* Chicago: University of Chicage Press, 1980. Narayan writes sensitive, humorous novels and short stories about Indian life. They are usually set in the make-believe town of Malgudi. See also the author's *Man-Eater of Malgudi* and other works.

The Panchatantra. Translated from the Sanskrit by Arthur W. Ryder. Chicago: University of Chicago Press, 1953. Ryder's classic translation of ancient tales has been reissued by the publisher in a Phoenix paperback version. *The Panchatantra* is a *nité-shastra,* a work that fosters the wise conduct of life. Though the tales can be lengthy, they have a fablelike intent and contain humor, irony, and animal characters. The *Panchatantra* has been traced to Kashmir, circa 200 B.C. When the stories were translated into Persian, they were referred to as the *Fables of the Bidpai.* The *Hitopadesa,* or *Book of Good Counsel,* is considered yet another version of the *Panchatantra.* Both teachers and students enjoy these works, suggested for correlation with language arts.

Parrinder, Geoffrey. *World Religions from Ancient History to the Present.* New York: Facts on File Publications, 1971. This book provides good factual coverage of both Islam and Hinduism. It is available in paperback.

The Portable World Bible. Edited by Robert O. Ballou. New York: Viking Penguin, 1977. The *PORTABLE* series is a popularly priced paperback series that provides excellent reading for general audiences. This volume includes topics for teachers or students: Vedic hymns, *Upanishads,* the *Gita,* material on Buddhist and Jain traditions.

Porter, A. N. *The Origins of the South African War: Joseph Chamberlain and the Diplomacy of Imperialism, 1895–1899.* New York: St. Martin's Press, 1980. Porter is one of the prolific writers on British imperialism, and his works are suggested for background reading by teachers.

**Puranas.* Various editions and dates. Written around 500 B.C., this set of Sanskrit works, secondary scriptures of Hinduism, contain the history and legends of the pantheon. The work suggests to many readers a collection of fables and parables. South Asia Books is a principal publisher and distributor for these classic texts. (See later entry.)

Putnam, John J. "The Ganges, River of Faith," *National Geographic* (October, 1971). Putnam describes religious practices along India's Ganges River.

Ram, Govinder. *Rama and Sita: A Folk Tale from India.* New York: Peter Bedrick, 1988. In its authentic form, the *Ramayana* is a lengthy poem first written in Sanskrit by the poet Valmiki in the fourth century B.C. It is regarded by some Indians as a work of scriptural authority. Care should be taken in selecting a version, however, since some imagery is sensual in translation. The work touches on universal themes of good and evil, authority and usurpation, and fidelity and profligacy.

Rawding, F. W. *Gandhi.* *CAMBRIDGE INTRODUCTION TO THE HISTORY OF MANKIND* series. New York: Cambridge University Press, 1980. An illustrated biography of Gandhi, this book concentrates on Gandhi's campaign to win Indian independence, his rejection of the caste system, and his efforts to lead the people back to what he believed to be the true concept of the Hindu religion.

The Rig-Veda: An Anthology. Edited by Wendy Doniger O'Flaherty. New York: Viking Penguin, 1981 (Reprinted in 1986). These selections from the *Rig-Veda* are translated by a well-known scholar of India. Included are hymns on creation, death, sacrifice, various deities, and women. O'Flaherty's *Hindu Myths* (Penguin) is another source of useful material.

Robinson, Richard H., and Willard L. Johnson. *The Buddhist Religion: A Historical Introduction.* *RELIGIOUS LIFE OF MAN* series (Third edition). Belmont, Calif.: Wadsworth, 1982. The first 105 pages of this text offer a straightforward introduction to South Asian Buddhism. The authors lead readers through discussions of Gotama's auspicious birth, renunciation, austerities, enlightenment experience, teachings, and his death and attainment of final Nirvana. Also included are sections on the early

Buddhist canon, various sects, rules of discipline for the monks and the laity, the rise of Mahayana Buddhism in India, some tantra, and, ultimately, the decline of Buddhism in India.

Schulberg, Lucille, and the editors of Time-Life Books. *Historic India. Great Ages of Man* series. Alexandria, Va.: Time-Life Books, 1968. Containing numerous photographs and reproductions of objects from antiquity, this cultural study of ancient Indian history remains a good resource for teachers and students. It is available through libraries.

Sen, K. M. *Hinduism.* Baltimore, Md.: Penguin/Pelican, 1962. This is a short, unpretentious explanation of the nature and principles of Hinduism and its historical evolution. Included are selections from the Hindu scriptures. Although this book is out of print, it is available in some libraries.

Sharma, Rashmi. *British Rule in India.* Berkeley, Calif.: Vidya Books, 1990. Sharma describes British abuses and decries Churchill's obstruction of the Indian freedom movement, his use of "divide and rule," and his unwillingness to spare Indian bloodbaths and communal violence. Additional books by Sharma that represent an Indian perspective are *Architects of Modern India; Ramayan; The Spread of Islam to India; Mahatma Gandhi; Hinduism;* and *Post-Independence, India 1947–1990.* Her booklet *Siddhártha Gautam, Buddha* is suggested as a brief portrayal; it is easily read. To purchase these works, contact the publisher at P.O. Box 7788, Berkeley, CA 94707-0788.

Sherrow, Victoria. *Mohandas Gandhi: The Power of the Spirit.* Brookfield, Conn.: The Millbrook Press, 1994. Gandhi's sense of justice in overcoming discriminatory laws without violence in South Africa and India inspired thousands of people to engage in acts of peaceful resistance. Other leaders and movements, including the civil rights movement in the United States, followed his convictions regarding protest.

Shirer, William. *Gandhi.* New York: Simon & Schuster (Washington Square Press), 1983. An admirer of Gandhi, Shirer focuses on his great accomplishments but does not hesitate to point out what he saw as the leader's fads, peculiarities, and prejudices. Although this book is out of print, it may be found in some libraries.

Sidhwa, Bapsi. *Cracking India.* Minneapolis, Minn.: Milkweed Editions, 1991. Pakistan's leading woman author endows small domestic occurrences with drama, and historical events with deeply felt personal meaning. The young protagonist is alternately thrilled and frightened by the events she records. Both realistic and magically evocative, the novel includes descriptions of a sensual nature.

Singh, Daljit, and Angela Smith. *The Sikh World.* Needham Heights, Mass.: Silver Burdett, 1983. This book describes the origins, beliefs, places of worship, holy book, ceremonies, festivals, and special signs of the Sikh faith.

Slesin, Suzanne, and Cliff Stafford. *Indian Style.* New York: Clarkson Potter, 1990. This is the India few visitors ever see:

fabled maharajas' palaces; merchant family homes from the era of the great trading routes; houseboats moored side by side on peaceful lakes; stone farmhouses in the foothills of the Himalayas; and colorfully painted mud huts. More than 700 color photographs bring the majesty of India to life.

Smith, Chris. *Conflict in Southern Africa.* New York: New Discovery Books, 1991. The indigenous population in South Africa did not share the wealth from natural resources accumulated by Europeans who colonized the area from the seventeenth century onward. After fighting to free itself from European control, South Africa declared independence in 1926. To remain in power, a fifth of the population, which was white, set up a system of laws in the 1950s to prevent blacks, Asians, and people of mixed race from seizing power, resulting in years of conflict and violence. In the 1990s, the white government set out on a path of reform. The final chapter of this book considers the country's chances for peace.

A Sourcebook in Indian Philosophy. Princeton, N.J.: Princeton University Press, 1957 (Reprint, 1973). Edited by Sarvepalli Radhakrishnan and Charles A. Moore. This is a popular work for introductory courses on Indian religions. Brief discussions of the texts are followed by excerpts from primary sources from the Vedic period *(Vedas* and *Upanishads),* the Epic period *(Bhagavad Gita, Mahabharata, Manu),* the orthodox Hindu philosophical systems, and the heterodox systems (Jainism, Buddhism).

**Sources of Indian Tradition.* Edited by William Theodore deBary. New York: Columbia University Press, 1988. The people of India practice a wide variety of faiths, including Hinduism, Islam, Sikhism, Jainism, and Christianity. Practices differ not only among different faith communities and locales but also among social groups within faith communities. This two-volume work, suggested for teachers, provides important reading for understanding India's variety of faiths.

South Asia Books, P.O. Box 502, Columbia, MO 65205, (314) 474-0116. Among the many book distributors and specialists, South Asia Books maintains an extensive stock of domestic and foreign publications dealing with India's history, geography, government, economy, and current issues. Librarians and teachers can benefit from the firm's lists of novels, textbooks, folklore, poetry, arts, and social science books.

Stavrianos, Leften S. *A Global History of Man.* Boston: Allyn and Bacon, 1970. This out-of-print world history textbook contains a good section on India and is cited here for those teachers who may yet have copies on their shelves.

Stewart, Gail B. *India.* New York: Crestwood House, 1992. With a succinctness typical of juvenile books, Stewart transports the reader through India's past, as far back as 4000 B.C., which included progressive features like well-designed cities, complex drainage and sewer systems, and straight paved streets. She also describes centuries of pain and trouble. The narrative provides a glimpse of "the untouchables" carrying large jugs of human waste from homes to the sewers. The author stops to ponder India's future with uncertainty, but with hope.

Tagore, Rabindranath. *Gitanjali.* Various publishers and dates. Tagore (1861–1941), a 1913 Nobel prize winner for literature, was not only a poet and philosopher but a supporter of freedom for India. Writing in Bengalese, he stirred pride among his Hindu countrymen and had a strong influence on the West through translations of his work. In 1901 he set up a school at Shantiniketon which tried to blend what he regarded as the best of Hindu and Western cultures. English translations of the *Gitanjali* poems are available from Branden Publishing Company and the Asia Book Corporation; Macmillan issues a paperback, *Gitanjali: Collection of Prose Translations Made by the Author from the Original Bengali.* Other works by Tagore, such as *My Reminiscences, Glimpses of Bengal,* and *Song Offerings,* are available from various publishers. Consult *Books in Print* (R. R. Bowker, current editions) for an extensive listing.

Talbot, Phillips. *India in the 1980s.* New York: Foreign Policy Association (Foreign Policy Association *HEADLINE* series, no. 262), n.d. Talbot's overview of India deals briefly with history, government, and economic and social developments and summarizes India's prospects and problems.

Thompson, Brian. *The Story of Prince Rama.* New York: Viking, 1985. This classic Asian epic of heroic Prince Rama's adventures is beautifully illustrated with reproductions of paintings from ancient manuscripts.

Traub, James. *India: The Challenge of Change.* New York: Messner, 1981. Traub discusses the history, conflicts, and setbacks India has overcome to maintain its democratic form of government. The book describes contemporary politics and government and daily life in villages and cities.

**A Treasury of Wise Action: Jataka Tales of Compassion and Wisdom.* Berkeley, Calif.: Dharma Publishing, 1993. Twenty-two Jatakas, or birth stories, from India and Asia are in this collection. They have been told for centuries to convey the message that our actions have a profound impact on the quality of our lives and that of others. The easy reading is appropriate for LEP students; but sophisticated readers appreciate the ancient wisdom that applies to today's world.

***Upanishads.* Translated by Eknath Easwaran. Petaluma, Calif.: Nilgiri Press, 1987. Short excerpts from the *Upanishads* can enhance students' understandings of the Hindu worldview. Easwaran's translation reads simply. The *Upanishads* were first written in Sanskrit between 800 and 400 B.C. More than 100 *Upanishads* exist, though perhaps one dozen are the best known.

Waddy, Charis. *Women in Muslim History.* New York: Longman, 1980. Short chapters, in an easily read style, make this book useful for many students. It covers broad periods of history, survey style.

Warren, Henry Clarke. *Buddhism in Translations.* Delhi, India: Motilal Banarsdass, 1896 (Reprint, 1987). The easy-to-read text contains entertaining excerpts from the *Pali Jataka,* or birth stories, concerning the birth, life, struggle, enlightenment, teachings, and death of the Buddha. Many well-known passages on *anatman* (the no-self doctrine), rebirth, and karma are cited.

Watson, Francis. *A Concise History of India.* New York: Charles Scribner's Sons, 1975. Written for the nonscholar, this book is a good beginning for teachers and students seeking an overview of Indian history, before focusing on areas of special interest. It is available from libraries.

Wolpert, Stanley. *India.* Berkeley: University of California, 1991. Wolpert's history effectively combines two valuable yet infrequently congenial qualities: scholarly authority and accessibility for the lay reader. It is useful for teachers and students and is recommended to anyone researching the great subcontinent.

Women in India: Two Perspectives. Edited by Doranne Jacobson and Susan Wadely. Columbia, Mo.: South Asia Publications, 1977. This is an overview of key issues being addressed by anthropologists and ethnographic researchers. It contains several essays concerning women in contemporary North India. Drawing on their extensive fieldwork in India, the editors examine the roles and status of Hindu women, addressing such issues as marriage, family life, childbirth, religious beliefs and practices, work, and leisure time. Wadley discusses the relationship of women to the "goddess," who may be a benevolent wife/mother figure or a powerful destroyer; and to the ideal woman as portrayed in a number of classical religious texts and in the great epics the *Ramayana* and the *Mahabharata.*

Writing Women's History: International Perspectives. Edited by Karen Offen and others. Bloomington: Indiana University Press, 1991. This compendium of essays also cites useful primary sources. It is listed here for the references cited in Asparna Basu's overview of women's history in India; these can be helpful for teachers and serious students. This work is obtainable from university libraries.

*Yutang, Lin. *The Wisdom of China and India.* New York: Random House, various dates. This excellent compendium of poetry, religious writings, and other literature includes the well-known poem of Buddha, "The Light of Asia." Once featured in the popular MODERN LIBRARY series, the book is currently out of print. It might be found through public libraries.

Visual and Performing Arts Resources

Aditi—The Living Arts of India. Washington, D.C.: Smithsonian Institution Press, 1985. This catalog was published on the occasion of the exhibition of the same name, organized for the Festival of India, 1985–86, at the Smithsonian Institution. It explores the theme of joy in life that is best expressed through the desire for new life. The photographs and text

show the relationship of art and culture through rites of passage—wedding, pregnancy, birth, initiation.

Crill, Rosemary, and others. *Arts of India: 1500–1900.* London: Victoria and Albert Museum, 1990. The Indian art collections at the Victoria and Albert Museum in London are unrivaled outside India. This richly illustrated book, written by the Museum's curators, presents over 200 of the finest treasures from the collection. The book begins with a survey of the visual arts in pre-Mughal India, then turns to the court arts of the Mughals and the provincial courts of Rajasthan, the Deccan, and the Punjab. The chapters by Veronica Murphy, "The Later Provincial Courts and British Expansion," and Deborah Swallow, "The Raj: India 1850–1900," provide an insightful look at the British in India. The influence of Western culture on the traditional arts of India is illustrated with examples in painting, architecture, and the decorative arts.

Festival of India in the United States, 1985–1986. New York: Harry N. Abrams, 1985. This official book of the 1986 Festival contains two excellent chapters on British imperialism and Yankee traders. The other essays and photographs explore the arts of India as they are woven into the culture.

The Four Vedas (no. 4126). Washington, D.C.: Smithsonian Folkways Recordings, n.d. Along with recording no. 4431, *Religious Music of India,* this music provides insight to the religious traditions in India. Both are available on audiotape or long-playing records from Smithsonian Folkways Recordings, 416 Hungerford Drive, Rockville, MD 20850.

Indian Theatre: Traditions of Performance. Edited by Farley Richmond, Darius Swann, and Phillip Zarrilli. Honolulu, Hawaii: Motilal, 1990. This scholarly works is suggested for use by theater teachers. Specialists contribute chapters on classical, ritual, devotional, popular, and modern theater. The book is distributed by South Asia Books, Columbia, Missouri, (314) 474-0116. For a student reference on this topic, see the Varadpande entry in this section.

Jessup, Lynne. *World Music: A Source Book for Teaching* (Revised edition). Danbury, Conn.: World Music Press, 1993. This is an annotated, nontechnical resource guide to books, recordings, and films dealing with authentic musical traditions of a wide variety of cultures. Though somewhat dated, its list of resources and suppliers remains valuable. For purchasing information, see the entry in this section for the *World Music* series.

Kathakali. Edited by D. A. Nair. Bombay, India: Marg Publications, 1993. Seventy-five color plates vividly convey the excitement, richness, and fervency of Indian dance and drama. The book is recommended for purchase by libraries. It is available from South Asia Books, Columbia, Missouri, (314) 474-0116.

**Musical Instruments of the World.* New York: Facts on File, 1976. Students enjoy using and perusing this illustrated encyclopedia containing more than 4,000 original drawings. The book is useful throughout the *Framework's* three years

of world history. It is available through UNICEF bookstores and some general trade firms.

Oriental Art. Boston: Sandak, n.d. This set of 15 slides includes masterpieces of painting and sculpture from Japan, China, and India. Order from Sandak, 70 Lincoln St., Boston, MA 02111, (617) 423-3990.

Sachs, Curt. *The History of Musical Instruments.* New York: W. W. Norton, various editions and dates. Sachs's work continues to be a mainstay for this area of research. Chapters cover major time periods, and examples connect with a variety of cultures. The book is available through public libraries and is recommended for teachers and serious students.

Varadpande, M. L. *Invitation to Indian Theatre.* New Delhi, India: Arnold Publishers, 1989. Excellent photographs accompany a discussion of all dimensions of India's theater, ancient to modern. This introductory textbook may be used by students in theater courses. South Asia Books distributes this book to U.S. markets and may also be reached by calling (314) 474-0116.

**WORLD MUSIC* series. Various dates. Nimbus Records, Box 7427, Charlottesville, VA 22906, (800) 944-1341. Award-winning masters of Indian classical music in this series of compact disks include Hariprasad Chaurasia, flute, and Sabir Khan, tabla, performing *Raga ahir bhairav* (Marriage song from uttar pradesh); Hariprasad Chaurasia, flute, and Sabir Khan, tabla, *Raga kaunsi kanhra;* and Hindustani classical vocal music. Specific titles in the series may be ordered from Sound Delivery, (800) 888-8574, or directly from Nimbus.

Appendix IV-1

Views on Colonialism

European and American colonialism in the late nineteenth and early twentieth centuries had its supporters and detractors, as the following excerpts from speeches and writings make clear.

a. W. T. Stead, an English journalist, saw the building of an empire as "a bread-and-butter question," because, as he wrote in 1897, "if you have not to be cannibals, you have got to be imperialists."

> Mark my words, Stirling, you will be eating each other before very long on these islands. . . . The meeting of the unemployed last night, the wild speeches, which were nothing but semi-articulate wails for bread, and the hungry look on the faces of those present, gave me a bad turn. . . . Never was I so convinced as last night when I walked home from that meeting . . . that the very existence of your people depends upon us beyond the seas. How many are there of you here? Forty millions in these little islands, and in another twenty or thirty years, how many will there be? Twenty or thirty million more. What are you to feed them on? Your trade, your foreign trade? You could not feed your people . . . but for that. . . . In order to keep your forty millions here from eating each other for lack of other victuals, we beyond the seas must keep open as much of the surface of this planet as we can for the overflow of your population to inhabit and . . . create markets where you can dispose of the produce of your factories and of your mines. The Empire, I am always telling you is a bread-and-butter question. If you have not to be cannibals, you have got to be Imperialists.[1]

b. The French Society of Colonial and Maritime Studies listed, in 1876, "the benefits of colonization and the advantages it offers."

> No one in France . . . doubts the benefits of colonization and the advantages it offers both to the country which undertakes it and to that which receives it. Everyone agrees that colonies offer markets for raw materials, the means of production, the products lacking to the mother-country; that they open markets to all the commerce and all the industries of an old country, by the wants, by the new needs of the people with whom they are in relation.[2]

c. Albert J. Beveridge, an American senator, made a case for American imperialism in 1898.

> American factories are making more than the American people can use; American soil is producing more than they can consume. Fate has written our policy for us; the trade of the world must and shall be ours. And we get it as our mother [England] has told us how. We will establish trading posts throughout the world as distributing points for American products. We will cover the ocean with our merchant marine. We will build a navy to the measure of our greatness. Great colonies governing themselves, flying our flag and trading with us, will grow about our posts of trade.[3]

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[1] W.T. Stead, *A History of the Mystery*. London, U.K.: Masterpiece Library, Penny Popular Novels, no. 58, 1897, pp. 3–4.

[2] "Programme," *Bulletin de la societé des études coloniales et maritimes*. Cited in A. Murphy, *The Ideology of French Imperialism 1871–1881*. Washington, D.C.: Catholic University of America, 1948, p. 29.

[3] Quoted in Peter Amey, *Imperialism*. St. Paul, Minn.: Greenhaven Press, 1980, p. 26.

d. In 1900, Albert J. Beveridge told the United States Senate, "We will not abandon our opportunity in the Orient."

> The Philippines are ours forever. . . . And just beyond the Philippines are China's illimitable markets. We will not retreat from either. We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world. And we will move forward to our work . . . with gratitude . . . and thanksgiving to Almighty God that He has marked us as His chosen people, henceforth to lead in the regeneration of the world. . . . Our largest trade henceforth must be with Asia. The Pacific is our ocean. . . . And the Pacific is the ocean of the commerce of the future. . . . The power that rules the Pacific, therefore, is the power that rules the world. And, with the Philippines, that power is and will forever be the American Republic.[4]

e. Anatole France, French novelist, asked in 1904, "Why do we need colonies?"

> We Frenchmen, a thrifty people, who are careful not to have more children than we can support, careful not to adventure into far lands . . . why do we need colonies? What can we do with them? France has paid in lives and money so that the Congo, Cochin China, Annam, Tonkin, Guinea, and Madagascar may buy cotton from Manchester, munitions from Birmingham, liquor from Danzig, and wine from Hamburg. For the last seventy years France has attacked, persecuted, and chased the Arabs in order that Italians and Spaniards might live in Algeria! But while the French people get nothing from the territories in Africa and Asia, their governments find it most profitable. It is a way of gaining favor with the military and naval leaders who get promotions, pensions, and decorations . . . with ship owners, army contractors, and shady politicians. It is a way of flattering theignorant mob, which thinks that owning an overseas empire will make the Germans and the English turn green with envy. . . . The world's resources can be fully developed only by the cooperation of all races—white, yellow and black.[5]

f. The Reverend Josiah Strong, an American Protestant missionary leader, believed that God was preparing the "Anglo-Saxon race" for world mastery (1885).

> It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for an hour sure to come in the world's future. . . . The unoccupied arable lands of the earth are limited, and will soon be taken. . . . Then will the world enter upon a new stage of its history—the final competition of races, for which the Anglo-Saxon is being schooled. . . . Then this race of unequaled energy . . . the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization . . . will spread itself over the earth. . . . And can any one doubt that the results of this competition of races will be the "survival of the fittest?"[6]

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[4] *Congressional Record,* 1900. 56th Cong., 1st sess., pp. 704 ff.

[5] Anatole France, "La Folie Coloniale," in *Neue Freie Presse,* April 18, 1904. Quoted in Anatole France, *Trente ans de la vie sociale.* Paris: Editions Emile-Paul Freres, 1949, pp. 207–209.

[6] Josiah Strong, *Our Country: Its Possible Future and Its Present Crisis.* New York: American Home Missionary Society (1885), 1891, pp. 222–223.

g. Thomas Carlyle, the Scottish essayist and historian, advanced the idea that the lands of the earth belong to those who can best use them.

> The West Indies, it appears, are short of labour. . . . Where a Black man, by working about half an hour a day . . . can supply himself . . . with as much pumpkin as will suffice, he is likely to be a little stiff to raise into hard work. . . . I never thought the "rights of Negroes" worth much discussing, nor the rights of men in any form; the grand point, as I once said, is the mights of men,—what portion of their rights they have a chance of getting sorted out . . . in this confused world. . . . Well, all this fruit . . . fruit spicy and commercial, fruit spiritual and celestial . . . lies in the West-India lands: and the ultimate proprietorship of them—will vest itself in him who can call forth from them whatever of noble produce they were created for yielding. . . . Up to this time it is the Saxon British mainly . . . and when a manfuller class of cultivators, stronger, worthier to have such land, able to bring fruit from it, shall make their appearance,—they, doubt it not, by fortune of war, and other confused negotiations . . . will be declared by Nature and Fact to be the worthier, and will become the proprietors. . . . This is the law . . . for all land in all countries under this sky.[7]

h. In 1875, Paul Leroy-Beaulieu asked Frenchmen, "What will be our importance?"

> When we consider what will be the different civilized nations in a hundred or even in fifty years, we see the United States occupying all of North America, with a population of a hundred million; England with her colonies of Africa, Australia, Asia, increasing each day in riches . . . Russia occupying and colonizing all north and central Asia . . . the Germans, finally, established in the midst of Europe and forming there a solid block of sixty or eighty million people. . . . And we French, what shall we be then? What will be our importance? What weight shall we hold in this world? Where will be that former supremacy, not only of our politics, but also of our customs and our language?[8]

i. Heinrich von Treitschke, a German historian, writing in 1897, saw the "the colonizing impulse" as a vital question for Germany.

> All great nations in the fullness of their strength have desired to set their mark upon barbarian lands. All over the globe today we see the peoples of Europe creating a mighty aristocracy of the white races. Those who take no share in this great rivalry will play a pitiable part in time to come. The colonizing impulse has become a vital question for a great nation. . . . We in Germany realize today what opportunities we have missed. The consequences of the last half-century have been appalling, for in them England was capturing everything. . . . The whole position of Germany depends upon the number of German-speaking millions in the future . . . and no other course is open to us but to keep the subject race in as uncivilized a condition as possible, and thus prevent them from becoming a danger to the handful of their conquerors. . . . We must and will take our share in the domination of the world by white races.[9]

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[7] Thomas Carlyle, "Occasional Discourse on the Negro Question," in *Complete Works*. Boston: Sterling Edition, (n.d.), XVI, pp. 316 ff.

[8] *Journal des debats*, November 17, 1875. Quoted in Murphy, *The Ideology of French Imperialism*. New York: Howard Fertig, 1968 (reprint of 1948 edition), pp. 148–149.

[9] Heinrich von Treitschke, *Politics* (1897). Translated by B. Dugdale and T. de Bille. New York: Harcourt, Brace and World, 1963, pp. 64–67, 108.

j. Von Treitschke also believed that colonization could "avert the existing dangers of overpopulation."

> It is madness to say that the exodus of Germans to America is an advantage for us. What good has it done to Germany that thousands of her best sons have turned their backs upon their fatherland because they could not earn their living at home. . . . Every colonizing effort which retains its single nationality has become a factor of immense importance for the future of the world. Upon it depends the share which each people will take in the domination of the earth by the white races. It is quite conceivable that a country without colonies may cease to rank as a great European power, however strong it may be. Therefore, we must . . . see to it that the outcome of our next successful war must be the acquisition of colonies by any possible means. . . . It is a sound and normal trait in a civilized nation to avert the existing dangers of over-population by colonization on a large scale. This puts no check upon nature, and . . . augments, the national strength of the mother country at the same time.[10]

k. Rudyard Kipling, the British writer and poet, extolled the "duty" of the colonist in his 1899 poem, "The White Man's Burden."

Take up the White Man's burden
Send forth the best ye breed—

Go bind your sons to exile
To serve your captives' need;

To wait in heavy harness
On fluttered fold and wild—

Your new-caught, sullen peoples,
Half devil and half child.

Take up the White Man's Burden
and reap his old reward:

The blame of those ye better,
The hate of those ye guard—

The cry of hosts ye humour
(Ah, slowly!) toward the light:

"Why brought ye us from bondage,
Our loved Egyptian night?"

Take up the White Man's Burden
Ye dare not stoop to less—

---

[10] von Treitschke, *Politics*, pp. 65-66, 108.

Nor call too loud on Freedom
To cloak your weariness;

By all ye cry or whisper,
By all ye leave or do

The silent, sullen people
Shall weigh your Gods and you.[11]

l. The British playwright George Bernard Shaw, on the other hand, scoffed at the Englishman's "burning conviction" that it was his "duty" to establish colonies.

> Every Englishman is born with a certain miraculous power that makes him master of the world. When he wants a thing he never tells himself that he wants it. He waits patiently till there comes into his head, no one knows how, a burning conviction that it is his moral and religious duty to conquer those who have got the thing he wants. Then he becomes irresistible. . . . He conquers half the world and calls it Colonization. When he wants a new market for his adulterated Manchester goods, he sends a missionary to teach the natives the gospel of peace. The natives kill the missionary: he flies to arms in defense of Christianity; fights for it; conquers for it; and takes the market as a reward from Heaven. . . . You will never find an Englishman in the wrong. He does everything on principle. He fights you on patriotic principles; he enslaves you on imperial principles; he bullies you on manly principles; he supports his king on loyal principles, and cuts off his king's head on republican principles. His watchword is always duty; and he never forgets that the nation which lets its duty get on the opposite side to its interest is lost.[12]

m. In a similar vein, Wilfred S. Blunt, the British writer and diplomat, wrote in 1899 that "the whole white race is reveling openly in violence."

> The old century is very nearly out, and leaves the world in a pretty pass. . . . All the nations of Europe are making the same hell upon earth in China, massacring and pillaging and raping in the captured cities as outrageously as in the Middle Ages. The Emperor of Germany gives the word for slaughter and the Pope looks on and approves. In South Africa our troops are burning farms under Kitchener's command, and the Queen and the two Houses of Parliament and the bench of bishops thank God publicly and vote money for the work. The Americans are spending fifty millions a year on slaughtering the Filipinos; the King of the Belgians has invested his whole fortune on the Congo, where he is brutalizing the Negroes to fill his pockets. . . . The whole white race is reveling openly in violence, as though it had never pretended to be Christian. God's equal curse on them all! So ends the famous nineteenth century into which we were so proud to have been born.[13]

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[11] Rudyard Kipling, "The White Man's Burden" (1899). See, for example, *Rudyard Kipling's Verse*. New York: Doubleday, 1946, pp. 321–322.

[12] George Bernard Shaw, *The Man of Destiny*. In G. B. Shaw, *Plays: Pleasant and Unpleasant*. Chicago and New York: H. S. Stone (1898), 1905, pp. 335–336.

[13] W. S. Blunt, *My Diaries*. London: Martin Secker, 1919, p. 464.

n. Cecil Rhodes, the colonial administrator and financier (who endowed the scholarship that bears his name), writing in 1895, pointed out the value of imperialism as a solution to social problems of Great Britain.

> I was in the East End of London yesterday and attended a meeting of the unemployed. I listened to the wild speeches, which were just a cry for 'bread! bread!' and on my way home pondered over the scene and I became more than ever convinced of the importance of imperialism. . . . My cherished idea is a solution of the social problem, i.e., in order to save the forty million inhabitants of the United Kingdom from a bloody civil war, we colonial statesmen must acquire new lands to settle the surplus population, to provide new markets for the goods produced in the factories and mines. The Empire, as I have always said, is a bread and butter question. If you want to avoid civil war, you must become imperialists.[14]

o. The English economist J. A. Hobson, writing in 1902, greatly influenced many socialists, including Lenin, the founder of the communist state in Russia. Critical of capitalism, Hobson viewed imperialism not simply as the political, colonial relationship but rather as a more complex form of economic penetration and domination of markets, sources of supply, and investment outlets:

> Imperialism is the endeavor of the great controllers of industry to broaden the channel for the flow of their surplus wealth by seeking foreign markets and foreign investments to take off the goods and capital they cannot sell at home.[15]

p. David Livingstone, the Scottish missionary and explorer, taught that good would come to Africans if they began to produce for the world's markets.

> Sending the Gospel to the heathen must . . . include much more than . . . a man going about with a Bible under his arm. . . . My observations on this subject make me extremely desirous to promote the preparation of the raw materials of European manufactures in Africa, for by that means we may not only put a stop to the slave-trade, but introduce the Negro family into the body corporate of nations, no one member of which can suffer without the others suffering with it. Success in this . . . would lead . . . to a much larger diffusion of the blessings of civilization. . . . Neither civilization nor Christianity can be promoted alone. In fact, they are inseparable.[16]

q. Jomo Kenyatta, the Kenyan politician who led Kenya to independence in 1963, has a different view of British imperialism.

> The white man came and asked us to shut our eyes and pray. When we opened our eyes it was too late—our land was gone.[17]

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[14] Quoted in Peter Amey, *Imperialism*, p. 26. Source not cited.
[15] Quoted in Peter Amey, *Imperialism*, p. 27. Source not cited.
[16] Quoted in Peter Amey, *Imperialism*, p. 28. Source not cited.
[17] Quoted in Peter Amey, *Imperialism*, p. 29. Source not cited.

Appendix IV-2

Geographic Background and Concepts: Worldwide Imperialism

Geography sets the stage for historical events. The global diffusion of European, American, and Japanese power in the 1800s and early 1900s dramatically changed the political map of the world by the time World War I began. As Europe and Japan competed for territory in Asia and Africa, the United States and Russia consolidated their own power by expansion across their frontiers—America expanding to the west and Russia to the south and east.

Throughout the early part of this period, Europe was divided into three dominant multinational empires—the Russian, Ottoman, and Austrian. Each empire was made up of diverse ethnic and religious groups that were held together by the power of a strong ruler. Today's fragmented political maps of the former nations of Yugoslavia and Czechoslovakia are a result of the splintering of several of these distinct ethnic groups, many of whom still adamantly seek their own national identities.

In the 1870s, a struggle for control of all of Africa by European powers began in earnest. Germany, France, Italy, Belgium, Spain, Portugal, and Great Britain seized huge parts of Africa, eventually controlling all but the countries of Liberia and Ethiopia (Map IV-1). Similar efforts at territorial expansion by European powers were occurring in the Pacific as well (Map IV-2).

In a somewhat more subtle (but just as effective) move for expansion, Russia continued to expand by reaching beyond its own borders. In the 1800s, Russia—a huge multiethnic political unit already covering land in two continents—was the largest state in the world. Expansion into eastern Europe, the Balkans, and central Asia expanded Russian power in both directions as powerful czars seized land in both Europe and Asia.

The geopolitics of this expansion in Eurasia is often explained by geographers with reference to two spatial concepts—the Heartland theory and the Rimland theory. In 1904, Halford J. Mackinder, a British geographer, suggested that the continent of Eurasia would be the most likely place for world conquest to begin. His Heartland theory, as it came to be known, refers to the expansion of power from eastern Europe to the central part of the former USSR. The Rimland theory directly opposed these prophetic ideas. In his book *The Geography of Peace* (1944), Nicholas Spykman suggested that greater importance lay along coastlines rather than in the heartlands. Spykman believed the great wealth and accessibility of coastal areas made them more important than the more environmentally limited heartland of the Eurasian continent. The ramifications of these theories are discussed more fully in the section "Extended and Correlated Activities."

Many imperialistic countries, including Russia, the United States, and Great Britain, wanted to open trade relations with Japan in the nineteenth century. However, unlike the rulers of China and the nations of Southeast Asia, Japanese Tokugawa rulers did not allow foreigners into their country. Threatening war, the American government sent Commodore Matthew Perry to try to force Japan to open its doors in 1853. After much deliberation, the Japanese granted the United States favored trading rights and opened two remote ports for refueling American whaling and trading ships. By 1858, Japan had opened its doors to Russia, Great Britain, France, and the Netherlands as well. By the 1890s, Japan had become a modern industrial country with an expanding military base and an efficient government.

Japan also had its own form of imperialism during this period. In 1894, hostilities developed between China and Japan that led to the Sino-Japanese War. Following Japan's victory in this war, Japan fought in the Russo-Japanese War and subsequently gained control of Manchuria and Korea. By 1914, Japan had become a global power on a par with the United States, Russia, and many of the countries of Western Europe.

Territory controlled by the United States was also expanding during this period. After more than doubling its size in 1803 through the Louisiana Purchase from Napoleon, American expanded its influence west to the Pacific. Through three processes—annexations (i.e., Oregon Territory, Texas, Hawaii), purchase (i.e., Louisiana), and war (i.e., California), the nation had reached its modern boundaries by the end of the 1800s (Map IV-3).

Concepts

Geopolitics—The use of geographic information for political decision making; an investigation of the impact of the physical and human characteristics of places on politics.

Nation-state—A political territory occupied by a group of people having a common identity and a certain degree of unity.

Manifest Destiny—A belief popular in nineteenth-century America that the incorporation of all land adjacent to the country's present territory was the fulfillment of a moral mission. This belief supported the expansion of American territory to the Pacific Ocean.

Shatter belt—A zone of great cultural complexity containing many different ethnic, religious, and national groups within political boundaries. Examples are the nation-states of Southeast Asia and Eastern Europe.

Buffer state—A small and weak nation-state lying between two powerful and potentially belligerent states. Examples include Nepal (between India and China) and the Peoples Republic of Mongolia (between China and Russia).

Boundary—A line separating one political or mapped area from another. Boundaries separate the sovereignty of one state from that of its neighbors.

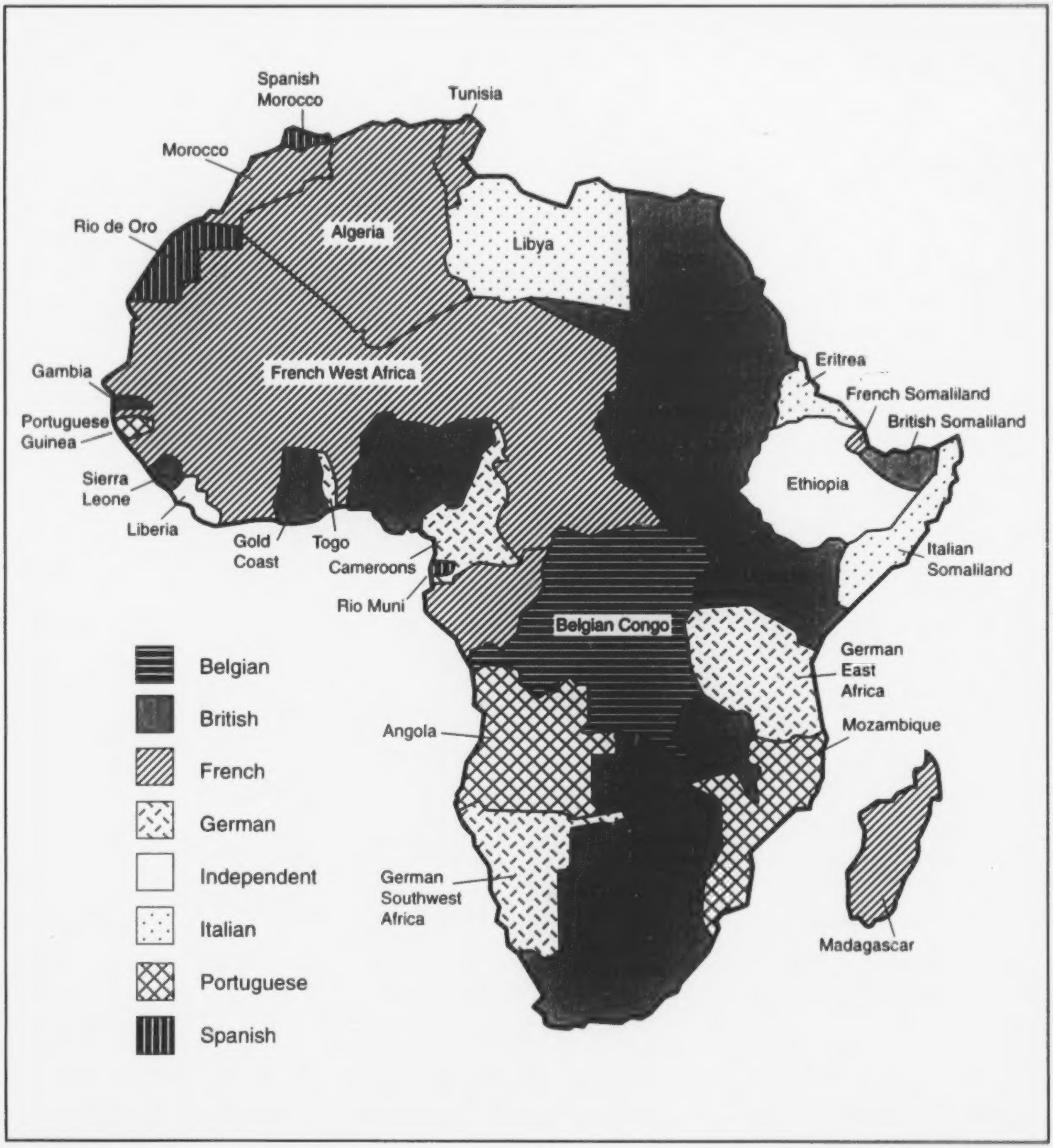
Frontier—The edge of settlement, often a zone of economic, demographic, and cultural change.

Heartland theory—The theory that the geopolitical pivot of history is the vast central area of Eurasia that drains toward inland lakes or to the frozen Arctic Ocean and is thus inaccessible to ships and sea power.

Rimland theory—The theory that the geopolitical pivot of history is not the heartland but rather the elongated coastal area of Asia that rims the Pacific Ocean.

Multinational state—A nation-state containing many diverse ethnic, religious, and national groups who may speak different languages or different dialects. Examples include the former nations of Yugoslavia, Czechoslovakia, and the Soviet Union.

Map IV-1



Spanish Morocco
Tunisia
Morocco
Rio de Oro
Algeria
Libya
Gambia
French West Africa
Eritrea
French Somaliland
British Somaliland
Portuguese Guinea
Sierra Leone
Ethiopia
Liberia
Gold Coast
Togo
Cameroons
Italian Somaliland
Rio Muni
Belgian Congo
German East Africa
Angola
Mozambique
German Southwest Africa
Madagascar
Belgian
British
French
German
Independent
Italian
Portuguese
Spanish

European Expansion in Africa, 1914

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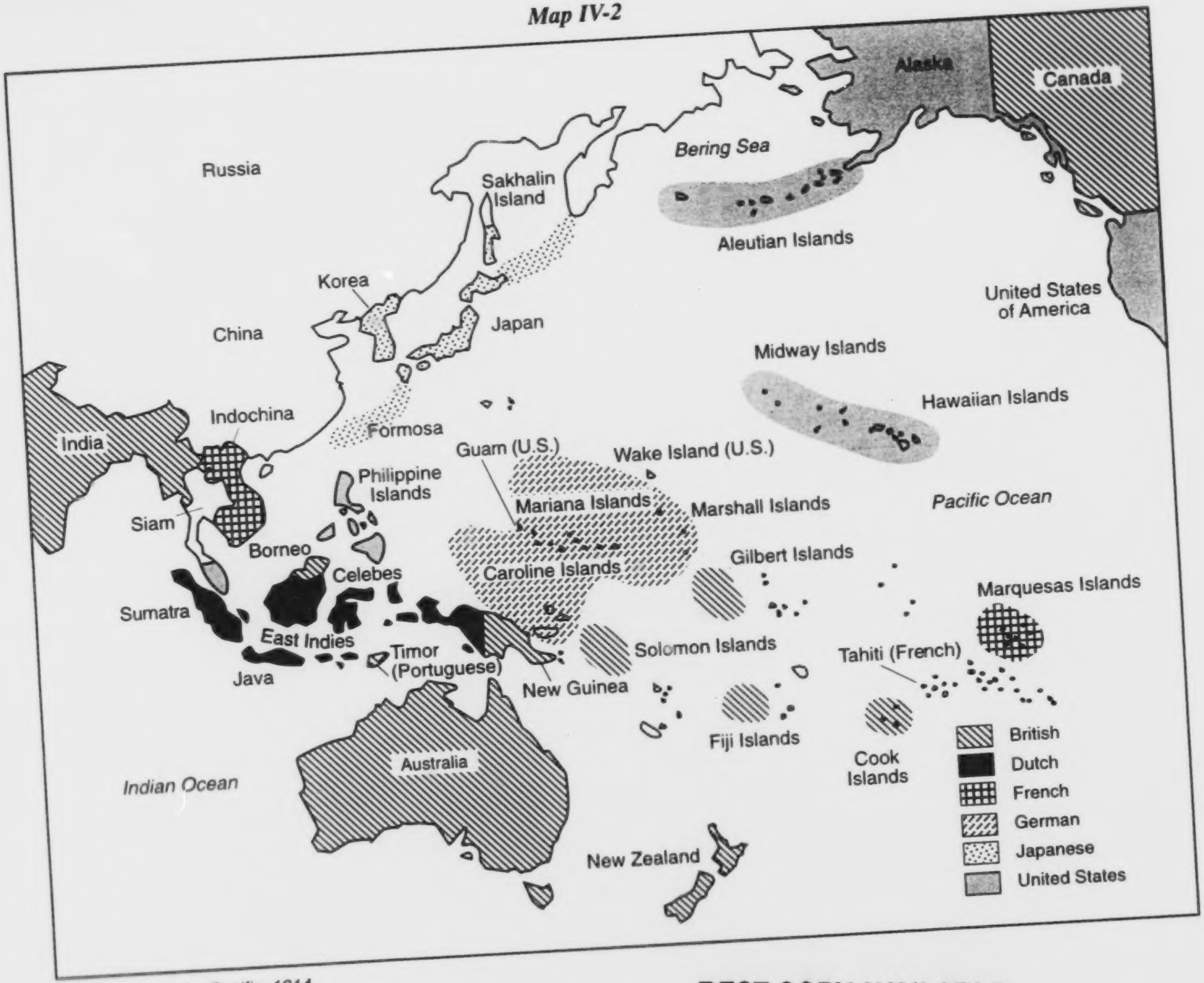
Map IV-2


Alaska
Canada
Bering Sea
Russia
Sakhalin Island
Aleutian Islands
Korea
China
Japan
United States of America
Midway Islands
Hawaiian Islands
Indochina
Formosa
India
Guam (U.S.)
Wake Island (U.S.)
Philippine Islands
Mariana Islands
Marshall Islands
Pacific Ocean
Siam
Borneo
Gilbert Islands
Celebes
Caroline Islands
Marquesas Islands
Sumatra
East Indies
Timor (Portuguese)
Solomon Islands
Tahiti (French)
Java
New Guinea
Fiji Islands
Cook Islands
Australia
Indian Ocean
New Zealand
British
Dutch
French
German
Japanese
United States

Imperialism in the Pacific, 1914

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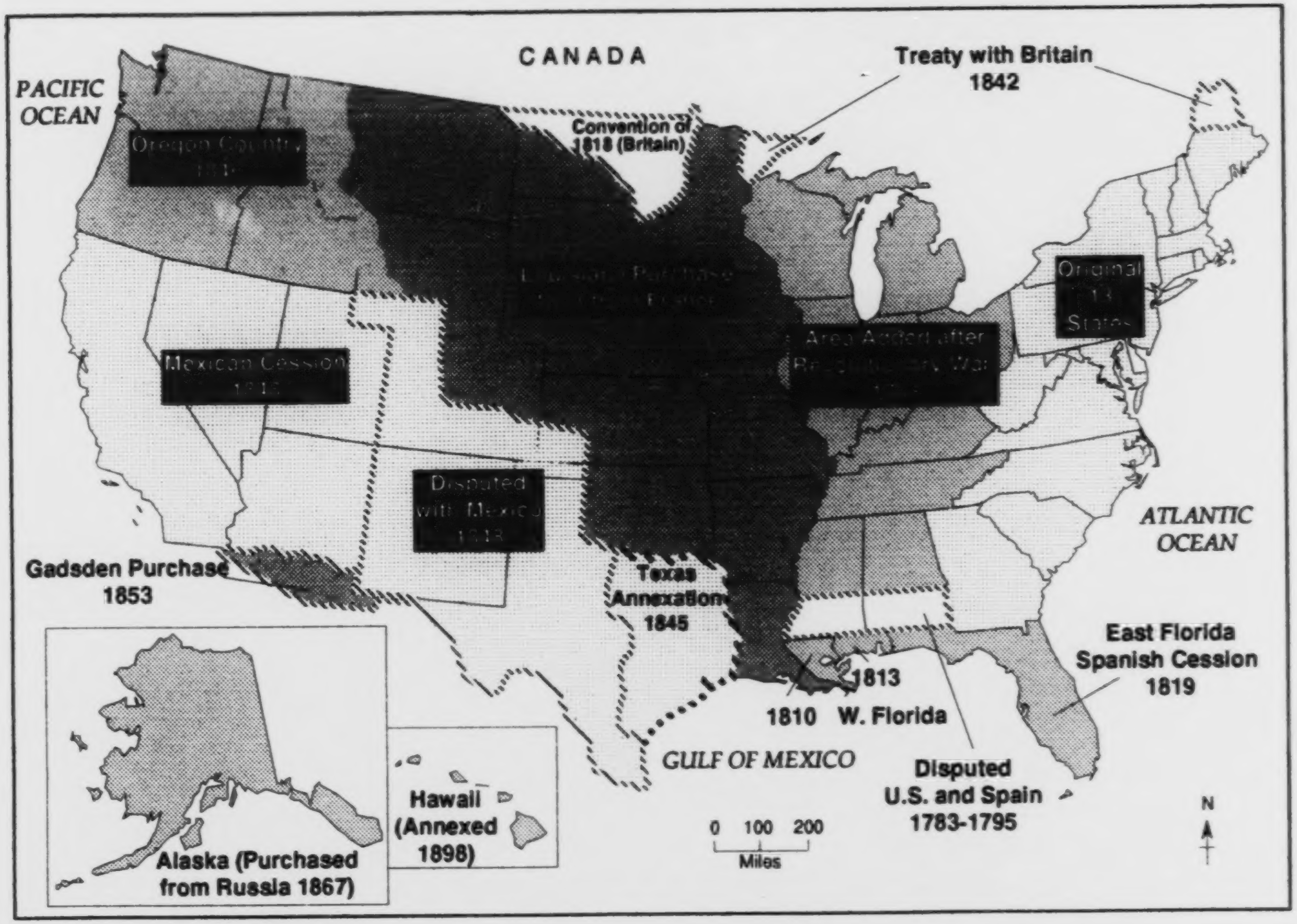
Map IV-3


CANADA
PACIFIC OCEAN
Treaty with Britain 1842
Convention of 1818 (Britain)
Oregon Country 1846
Louisiana Purchase (from France)
Original 13 States
Area Added after Revolutionary War
Mexican Cession 1848
Disputed with Mexico 1848
ATLANTIC OCEAN
Gadsden Purchase 1853
Texas Annexation 1845
East Florida Spanish Cession 1819
1813
1810 W. Florida
GULF OF MEXICO
Disputed U.S. and Spain 1783-1795
0 100 200 Miles
N
Hawaii (Annexed 1898)
Alaska (Purchased from Russia 1867)

Territorial Expansion of the United States

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Unit V

World War I and Its Consequences

(See page 86 of the *History–Social Science Framework.*)

Suggested Time for the Unit: 25 class periods

Topics in the Unit:	**Suggested Time:**
■ The multiple conditions (i.e., political, economic, social, ideological, technological) leading to the outbreak of the war; prewar European culture	3 class periods
■ Ottoman genocide of the Armenians; world opinions; effects on Armenians today	2 class periods
■ The course of the war (an overview); propaganda, women's roles, concept of "total war"; technologies and methodologies of war; punitive peace and the Treaty of Versailles	8 class periods
■ Consequences of the war: sense of despair, antiwar sentiments, extreme nationalism, racism, effect on the world economy, League of Nations, isolationism, Chinese Revolution, Japanese power in the Pacific	5 class periods
■ The war as catalyst: Russian Revolution of 1917	7 class periods

Sample Topic:	**Suggested Time for the Topic:**
The Russian Revolution	7 class periods

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Uses and Significance of the Topic

What happened in Russia in 1917 is central to students' grasp of the conditions endangering free government. The Russian Revolutions of 1917 offer a now-classic case of liberals and social democrats—the moderate Center—vainly struggling to create a free society in a poor and backward country drained by war and prey to extremists of left and right.

The conditions could hardly have been worse for the sudden change from autocracy to Western-style constitutionalism. There was no democratic tradition and almost no experience with parliamentary government. The country was in the midst of a war from which soldiers and civilians alike had suffered appalling losses. Transport and food were short; competent administrators scarce. Order collapsed in the countryside as peasants seized lands and manor houses, killing or driving away the landlords. Army units rebelled or simply disbanded. In the capital, the Provisional Government represented the small middle and professional classes, and they were distrusted by workers and peasants alike. In their eagerness to prove that Russia could be the equal of her democratic allies, leaders of the Provisional Government determined to continue the war against autocratic Germany and to pursue land and industrial reform only in strict legal ways, with proper compensation.

The failure of the Provisional Government was an incalculable historical tragedy. Students should know what actions the government had taken and was taking at the moment of its overthrow. It had already decreed the eight-hour workday and the rights of unions to organize, strike, and have the results of their collective bargaining sustained by the government. It had instituted freedom of speech, press, assembly, and religion. It issued laws against racial persecution, abolished censorship and the secret police, legalized all political parties, and freed political prisoners. It planned for a meritocratic civil service and for free and universal public education to age twelve. In addition, it had set the date for free elections, in which male and female voters alike were to choose a constituent assembly that would draw up a democratic constitution.

NOTE: This section is adapted from *Democracy's Untold Story: What World History Textbooks Neglect*, by Paul Gagnon. Washington, D.C.: American Federation of Teachers, Education for Democracy Project, 1987, pp. 114–121. It is printed by permission of the author.

At the moment of its overthrow by the Bolsheviks, the Provisional Government was composed of a majority of socialists and social democrats committed to peace and demobilization; land reforms that would give peasants their own holdings (Lenin promised the same, with no intention of allowing them once in power); government control of banking; and a broad program of social legislation based on the British and German models. The socialist parties other than the Bolsheviks were expected to dominate the new Constituent Assembly and did, in fact, win more than 60 percent of the vote. Clearly, the survival of the Provisional Government and the subsequent Assembly would have meant a movement toward Russian social democracy.

The Bolshevik Revolution of October 1917 was a triumph of force and propaganda over the kind of gradualist social reform that Leninists and other authoritarians, then and now, regard as their worst enemy. The Bolsheviks were never the majority but Lenin ably engineered the Bolshevik takeover of the Petrograd Soviet, to which most of the armed forces in the capital looked for orders. Once in control of the guns, the Bolsheviks easily crushed the unarmed Provisional Government.

Students should examine Lenin's dispersal by force, in January, 1918, of the only freely elected assembly in Russian history up to that time. Bolsheviks formed only a minority in it and, in any case, Lenin's revolutionary Marxism called for dictatorship by a disciplined party under his command. They should note as well Lenin's founding of the Comintern in 1919, with its call for worldwide revolution; the special venom he reserved for reformist socialists; Lenin's revival of the secret police; his use of terror and liquidation of opponents; and his use of spies, arbitrary arrest, and deportation to Siberia. In fact, the later Stalinist dictatorship was more of a continuation or extension of Lenin's rule than is frequently depicted in textbooks.

Students need to understand that totalitarians, whether communist or fascist, have certain ideas in common. Foremost is their common hostility to liberal democracy, with its political give-and-take. Sure of their ultimate truths, and arrogantly utopian, they are contemptuous of the individual mind and spirit; they reject the skeptical, open-ended liberal ideal of learning. Language is not an objective vehicle for arriving at truth with others; it is a device to inculcate dogma or to stir emotion and action. While fascism allows private property to the docile, both reject free enterprise in favor of state direction of the economy. The liberal democratic notion of the individual as central and sacrosanct—hence our whole panoply of civil rights and freedoms—is dismissed. According to fascism, history and society are moved not by individuals, but by state, nation, or leader; according to revolutionary Marxism, they are moved by the economic forces of history, hurried along by the initiated few.

Students also should understand the ideas totalitarians have in common which pose genuine moral challenges to democracy. Both attack what they see as democracy's materialism, its self-indulgence, its profit-driven frivolity, the amorality of its popular culture, and the corruption of its politics. Both fascists and communists claim their readiness to sacrifice for the good of the future; they accuse the liberal system of seeking only the comforts of the moment. Democracy betrays its own vaunted morality, they argue, by refusing to accept its responsibility to future generations and to the wider world of its time. Such questions are not ordinarily raised in textbooks, but perhaps they ought to be, particularly at those moments when democratic countries heedlessly fail to guard their security and honor, as in the 1930s, or when signs arise of political and moral decay in the United States, as today.

Automatic weapons made World War I unusually bloody. The Great War also provoked other catastrophic events, such as the Russian Revolution and, ultimately, the worldwide Depression. Courtesy of the Library of Congress.

Presentation and Activities

A

Beginning the Topic

A primary issue in pre-Revolutionary Russia was the conflict between autocratic rule and the common people. This had been a central issue since Alexander II freed the serfs in 1861. Film excerpts may be shown to dramatize the social and political inequity of the time, the powerlessness of the individual, the unresponsiveness of political institutions, and the futility of military policies. The "Odessa steppes" sequence of Sergei Eisenstein's film *The Battleship*

Potemkin is particularly powerful. Other choices include the "bloody Sunday" massacre sequence from the American film *Nicholas and Alexandra,* and the "cossack versus demonstrators" footage from *Dr. Zhivago,* which also contains excellent segments portraying the mutiny of doomed Russian soldiers headed for the front. After viewing film excerpts, students discuss their perceptions of the situation that existed in pre-Revolutionary Russia.

In place of a film excerpt, teachers may project the following quotations on a transparency and ask students to use them as departure points for examining the disorder and injustice in Russia:

> *One more century of the present despotism will destroy all the good qualities of the Russian people.*
>
> —Alexander Herzen (1851)

> *Your majesty has 130,000,000 subjects. Of them barely more than half live, the rest vegetate.*
>
> —Sergei Witte
> to Nicholas II (1898)

> *Is this normal? Everything is abnormal in our society.*
>
> —Fyodor Dostoyevsky

> *I . . . shall preserve the principle of autocracy as firmly and as unflinchingly as did my late, unforgettable father.*
>
> —Nicholas Romanov,
> Czar of Russia, 1895

> *The Romanov dynasty will end with Nicholas II. If he has a son, the son will not reign.*
>
> — Vasiliy Klyuchevsky,
> Russian historian, 1895,
> upon hearing
> Nicholas's comment

The reading of a short segment from Lenin's *The Call to Power* also may be used as a dramatic moment to capture students' interest.

> The situation is critical in the extreme. In fact it is now absolutely clear that to delay the uprising would be fatal. With all my might I urge comrades to realize that everything now hangs by a thread; that we are confronted by problems which are not to be solved by conferences or congresses (even congresses of soviets), but exclusively by peoples, by the masses, by the struggle of the armed people. We must not wait. We may lose everything! Who must take power? If we seize power today, we seize it not in opposition to the soviets but on their behalf. The seizure of power is the business of the uprising; its political purpose will become clear after the seizure. . . . It would be an infinite crime on the part of the revolutionaries were they to let the chance slip, knowing that the salvation of the revolution, the offer of peace, the salvation of Petrograd, salvation from famine, the transfer of the land to the peasant depend upon them. The government is tottering. It must be given the death-blow at all costs.

For an overview of the Russian Revolution, students read an assignment of the teacher's choosing, such as a textbook chapter or such supplementary material as David Killingray's booklet *The Russian Revolution* (San Diego, Calif.: Greenhaven Press, 1980). As they read, they keep in mind key focus questions, which are assigned as homework:

> So what? Why study this? What does this have to do with me? Or the United States and the problems it faces over the next several years?
>
> In what ways was World War I a catalyst for the Russian Revolution?
>
> Does the rise of Soviet communism really begin in 1914?

Depending on the nature of the group, teachers may have students read the assignment independently or collaboratively (i.e., sections are assigned to different groups, discussed within groups, and reported on to the entire class).

Individually, students jot down their ideas in response to the focus questions. They meet with partners to discuss their ideas. For homework, students each write a single paragraph in response to the questions. These will be discussed in class the next day.

Correlated with language arts classes, a reading of Maxwell Anderson's one-act play *Second Overture* may be done in tandem with the beginning of this unit. The play is a brief but dramatically effective piece rooted in historical events of this era. If desired, the play may be presented for history–social science classes, readers' theater fashion, by students in drama classes. See the "Visual and Performing Arts Resources" for further information regarding the play.

B

Developing the Topic

Students share and discuss their paragraphs with the class (about 15 minutes). Students retain their paragraphs for use in "Culminating the Topic."

From an overhead transparency, chalkboard, or student handout, students view a diagram that is a variation of the spoke diagram introduced in Unit I (see Figure V-1).

To strengthen students' understanding of the complexities of conditions leading up to the Russian Revolution in 1917, teachers divide the class into teams whose task is to list facts under their assigned categories. Some facts may appear in more than one category. (Figure V-2 is a sample chart, indicative of the kind of work students might generate.)

Figure V-1

Spoke Diagram

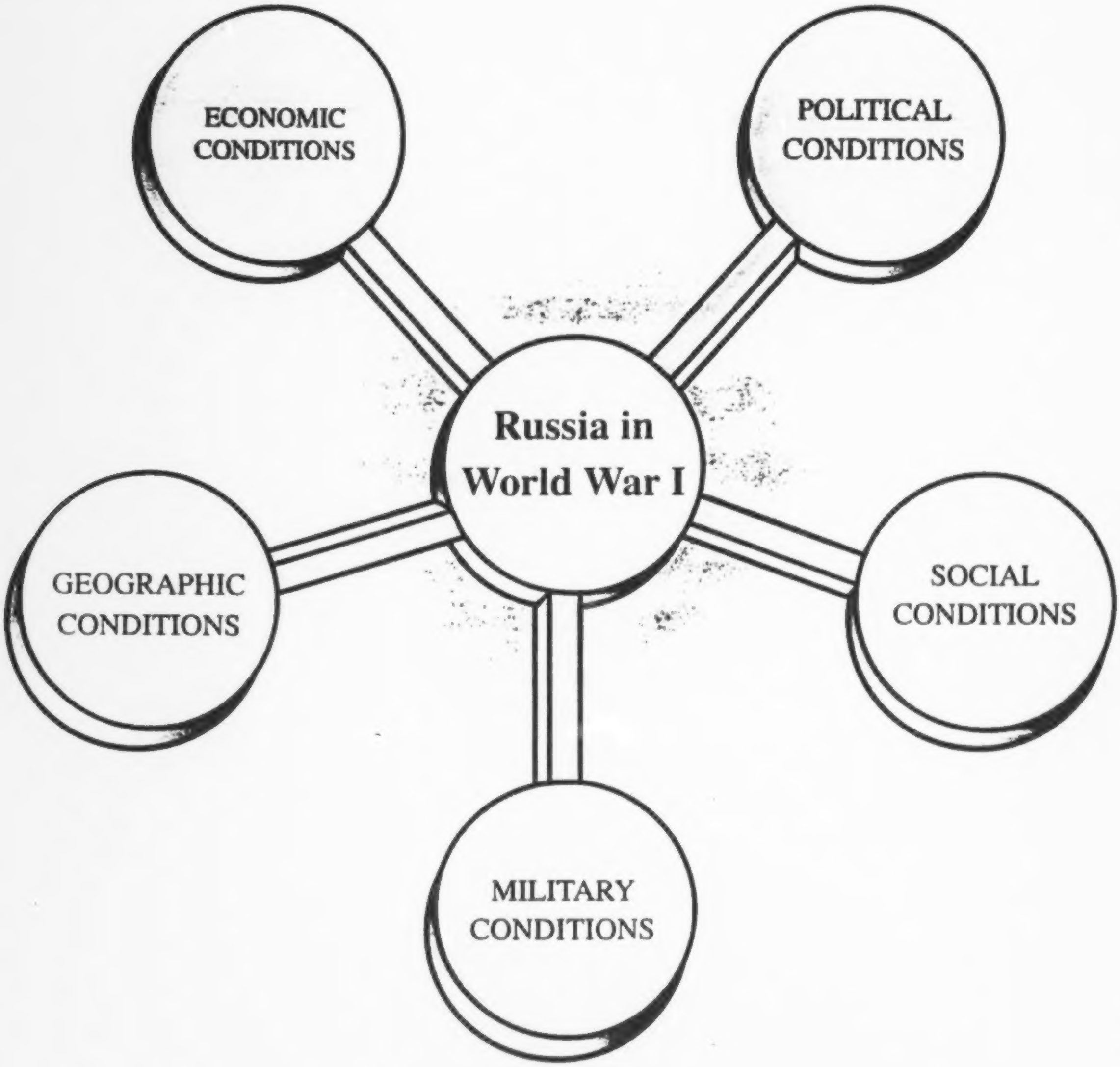
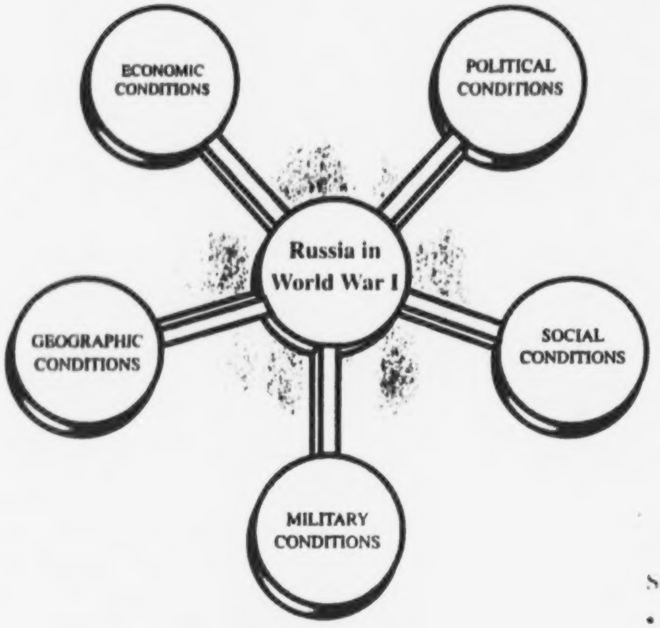

ECONOMIC CONDITIONS
POLITICAL CONDITIONS
Russia in World War I
GEOGRAPHIC CONDITIONS
SOCIAL CONDITIONS
MILITARY CONDITIONS

Figure V-2

Sample Chart



Economic Conditions

- Strikes by workers
- Inadequate transportation system
- Shortages of food, fuel, munitions
- Factories closed for lack of workers
- Farms lie fallow
- Collapse of economy
- Weak economic, industrial, and transport base by 1914
- Small number of trained managers in all parts of the economy

- Czar: absolute monarch but weak character
- Great powers of military leaders in czar's cabinet
- Influence of Rasputin
- Powerless parliament: Duma
- History of antigovernment activities
- History of antigovernment terrorism
- Czar's secret police harsh but blundering
- Harsh and oppressive government
- Government inaction, 1915–1916
- Abdication of the czar
- Formation of the Petrograd Soviet and the Duma's Provisional Committee

Geographic Conditions

- Harsh winter of 1917
- Great plains open to invasions
- Armies of the Central Powers within the borders of Russia
- 1915–1917: The czar is out of the capital at army headquarters
- Transportation difficulties and primitive communications even over short distances
- Emergence of Petrograd as a center of revolutionary activity
- Rebel naval forces in port

Military Conditions

- Demands of the war effort halve the number of men at the home front
- High number of military casualties—one million dead
- Three million wounded or captured
- Military desertions
- Military mutinies
- Strikes by workers
- Soldiers without guns or boots
- Shortage of competent officers at all ranks; divided, rival commanders

Social Conditions

- Entered war with vast majority of poor, ill-educated farmers, soldiers, and workers
- Anger and discontent; industrial strikes
- Military desertions and mutinies
- Scarcity of basic necessities, both civilian and military
- Half of the nation's young men in the military
- Shortage of industrial workers and farmers
- Rumors about the czarina and Rasputin
- Murder of Rasputin
- One family in three has a war casualty

Note: The items listed here are not exhaustive. This diagram is provided as a sample for the teacher.

Drawing on their knowledge thus far, student teams begin their charts, using materials available in the classroom. Over the next three or four days, students will be researching their categories outside of class as homework. In addition, lectures and other presentations by the teacher will provide students with information they will incorporate into their parts of the chart. Near the end of the topic's study, students merge their findings onto one large wall-chart version of the spoke diagram.

In developing lectures and presentations, teachers may refer to "Uses and Significance of the Topic" and "Culminating the Topic" for focal points. In addition, students should examine selected primary sources relating to the Revolution. Materials brief enough for use in class or for homework may be found in John Shelton Curtiss's *The Russian Revolutions of 1917*, listed in "Resources for the Sample Topic": such pieces as Lenin's April 17 thesis calling for an uncompromising and radical program; the June 16 resolution adopted by the Congress of Soviets; and Lenin's October appeals to the masses.

C

Culminating the Topic

At the conclusion of the topic's study, after students have compiled the wall chart, teams of students are given handouts with lists of statements. For each statement, teams cite specific instances from the Russian Revolution that tend to support the general observations given. The italicized sentences below are provided as sample statements students might devise.

1. Wishing for democratic institutions does not guarantee their existence.

   Russia had little experience with parliamentary government. The war was resulting in appalling losses. Transportation and food were scarce. Extreme conflicts among factions and other internal problems kept ideas of representative government from taking hold. Representative government was only ten years old in Russia. The freely elected majority was simply driven out in 1918.

2. The same slogans can be used for different purposes and with different results.

   The appeal of the word "soviet" (council) led to the Bolsheviks' use of it, but their actions showed dictatorship, not representative council. "Peace now" was a slogan used to destroy army discipline.

3. Not all leaders who promise benevolent resolutions to major problems carry out their promises once in power.

Lenin's dispersal by force of the freely elected Constituent Assembly in 1918 ended the hope for representative government in Russia and marked the beginning of Soviet totalitarianism. "Land to the peasants!" was promised but never intended.

4. People facing extreme hardships want immediate solutions, often at the risk of their long-term well-being.

   The disorder in Russia made many people value their personal security over the uncertain prospect of moderate government. Continuing shortages of bread helped the Leninists, who promised "bread now."

5. Historically, despots have been more inclined than democrats to use brute force to achieve their ends; such inclinations can lead to ethical dilemmas for democrats or moderates.

   The Provisional Government had freed all political prisoners of the extreme left and right, its sworn enemies. This is the plight of any moderate who wants to preserve chances for representative government in the face of social turmoil and radicalism. Kerensky's hesitations opened the way to Bolshevik propaganda and violence.

The debriefing leads into capstone questions:

- Drawing from your knowledge thus far, cite some lessons citizens in a democracy or free society learn from the Russian Revolution. What are some of the conditions that can endanger free government?
- Compare the positions and ideas of Kerensky with those of Lafayette and Mirabeau during the French Revolution. What does the comparison suggest regarding the plight of moderates?

(If desired, teachers may distribute the five statements and the italicized sentences to students for reading before discussing the capstone questions. In this way, the reading acts as a prompt for discussion.)

Students meet in groups of four to discuss questions among themselves. A spokesperson from each group reports the ideas to the class; these are recorded on a chalkboard. This strategy allows the teacher to informally evaluate students' depth of understanding.

Why should American citizens study the Russian Revolution? Could similar dire conditions ever arise here? What are the duties of citizens under such conditions? Consider, for example, the following quotation:

> Most people will hold right attitudes, without much formal instruction, when

> they feel themselves free, secure, and justly treated. The tough part of civic education is to prepare people for bad times. The question is not whether they will remember the right phrases, but whether they will put them into practice when they feel wrongly treated, in fear for their freedom and security.[1]

Students now review their "so what" paragraphs from "Beginning the Topic" in light of all they have learned and discussed thus far. As homework, they revise paragraphs and rework them as short essays.

Crane Brinton's *The Anatomy of Revolution* (see "Resources for the Sample Topic") explores the phenomenon of revolution and attempts to show that there are at least certain common denominators, if not patterns, in the development of revolutions. Brinton postulates three broad stages of revolution: symptoms, crises, and convalescence. Some scholars add a fourth: consequences, both domestic and foreign. Brinton's main concern is the plight of moderates in times leading up to revolution. Excerpts from Brinton's classic may be shared with students for supplementary reading.

Brinton also distinguishes among several revolutions. For example, there were some key differences between the controlling ideas of the American Revolution and those of the French Revolution: The former was mainly political; the latter was not only political but also social and economic. To contrast these revolutions with the Russian Revolution, students can organize the latter's events and key figures on Brinton's "Fever Chart."

Students of advanced abilities may read Brinton and other scholars in order to explain the Russian Revolution more thoroughly. Russian-American scholar Marc Raeff, in his authoritative *Understanding Imperial Russia: State and Society in the Old Regime* (see "Resources for the Sample Topic") offers insights into conditions leading up to the Revolution:

> Taking a broad view of all these developments, we see, then, that Russian civil society never produced an "ideology" of its own in the sense of a coherent set of values, principles, and practices that might have served to guide its participation in the political life and economic development of the country. Civil society fell apart before it had a chance to develop an autonomous corporate structure. It lacked a firm intellectual and spiritual basis and was still seeking its own norms and values, its own philosophy. Without a genuine intellectual and cultural program of its own, civil society lacked the means to resist those who advocated starting over

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[1] Paul Gagnon, *Democracy's Half-Told Story: What American History Textbooks Should Add.* Washington, D.C.: American Federation of Teachers, 1989, p. 21.

> with a clean slate. By one of history's ironies, the innovative ferment of the early twentieth century in art, literature, and philosophy left Russia without the guidance of a political philosophy. The influence of anarchism, the concern with the apocalypse, and the eclecticism of moral thinking upset the equilibrium of the educated elite. Civil society was left to the mercy of the radicals and nihilists in politics and culture. The political and economic collapse led to intellectual collapse as well, thus clearing the way for the triumph of ideology, which alone seemed to offer a coherent guide to action.
>
> To conclude, then, social groups were constantly tossed back and forth by the social, cultural, and political forces unleashed by the process of modernization. . . . No stable new pattern ever developed despite the ever-accelerating pace of change, which overwhelmed a society not yet highly organized and still unprepared for such violent upheaval. The poles of continuity, the autocratic Czar and the radical intelligentsia, limited the degree to which society could adapt to these changes and kept society fragmented. Thus a strong, autonomous civil society was never able to develop. The lack of autonomous representative bodies, combined with the growing inability of the autocracy and the intelligentsia to offer guidance, led to gradual paralysis of the system and created a void that ultimately engulfed the imperial regime.[2]

Using computer technology, students organize a newspaper that includes news stories, editorials, letters to the editor, and feature stories relating to the Russian Revolution. This is a culminating activity for several units of study throughout the year. At the end of the year students may retrieve the best features and reassemble them into a news magazine format for portfolio assessment.

Alternate Strategy

Simulating a meeting of the Russian Imperial Duma prior to the Revolution is an instructive way for students to become familiar with persons and events in greater detail. For this activity, some students volunteer to research specific historical figures; these students know beforehand that they will be responsible for preparing and delivering a brief speech (one–two minutes), in the role of their personages. Other students choose one of the four generic categories (peasant, industrial worker, soldier, and urban proletariat) and write a one- or two-page diary account (e.g., "One Week in the Life of a Soldier at the Front"), which is turned in for evaluation on the day other students deliver speeches.

The cast of characters includes Russians of influence during the first 20 years of the century:

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[2] Marc Raeff, *Understanding Imperial Russia: State and Society in the Old Regime*. New York: Columbia University Press, ©1984, pp. 223–225. Reprinted with permission of the publisher.

Peasant worker
Industrial worker
Father George Gapon
General L. G. Kornilov
Paul Miliukov
Michael Rodzianko
Alexander Kerensky
Leon Trotsky
Vladimir Lenin
Gregory Rasputin
Czar Nicholas II
Czarina Alexandra Feodorovna
Prime Minister Peter Stolypin

Each student is provided with a brief character description and suggested points for emphasis (duplicated from Appendix V-1). Students spend one class period in the library or media center doing teacher-guided research. Library staff should be notified ahead of time to prepare for classwide research on the figures and events. Students use their character descriptions and other research material to prepare their speeches. Speeches are limited to two minutes.

This activity not only familiarizes students with the internal conflicts and the people involved but also helps show the difficulty of reaching any practical resolution.

The day after the library research, students who were assigned specific roles deliver persuasive speeches to the remainder of the class. Although the speaking order is not critical, the dramatic impact is heightened if the last speaker is the czar, Lenin, or both in debate.

Speakers make their presentations as dramatic as possible and their words historically accurate. Listeners, working in teams of three, take notes on each speaker in response to focus questions. Suggested focus questions include:

- What main points does the speaker make in trying to persuade listeners?
- In setting forth an argument, does the speaker appeal to listeners' reason, emotions, physical needs, or a combination? Cite specific examples. Is the speaker giving a truthful portrayal or a performance?
- How would the speaker best be categorized: as a democrat, a moderate socialist, a czarist loyalist, a Marxist? Other? Cite evidence.

A portion of the class period is spent discussing the previous day's speeches with the students. As a part of the discussion, students should cite reasons for the moderates' failure in Petrograd in 1917. They may also consider the following questions: What were the factors against Russia's entering the war? Why was Russia particularly vulnerable to upheaval? How might a different reaction or response of Nicholas

II to this memorandum have changed the course of events? What different responses might Nicholas II have made?

Readings from W. Bruce Lincoln's *Passage Through Armageddon: The Russians in War and Revolution 1914–1918* (Oxford University Press, 1994), provide another opportunity for students to deal with some essential questions about the Russian Revolution. Lincoln argues that Russia in 1917 consisted of "an autocracy without an autocrat, an army without a real commander-in-chief, a nation, in fact, without a leader. Rarely in history has the weakness of one man and one woman threatened such dire consequences for any nation." Michael Kort's *The Soviet Colossus: A History of the USSR* (New York: Routledge, Chapman & Hall, 1990.) also supports the investigation of these questions:

- How did the behavior of Czar Nicholas II and Alexandra contribute to the Revolution?
- How do the actions of Nicholas II and Alexandra compare to those of Louis XVI and Marie Antoinette of France?
- What role did Rasputin, the czarevitch's hemophilia, and the Russian spiritual traditions play in hastening the fall of the Romanovs?

Extended and Correlated Activities

At the end of World War I, vast numbers of people fled Russia. Many of these refugees dispersed to locations throughout Western Europe and the United States. Have students consult reference materials to map Russian immigration to various cities or countries, using arrows to show migration patterns. Link past and present by mapping present-day migration patterns of other ethnic groups into the United States and California. Discuss push-pull factors that influenced migration and settlement then and factors that influence it now.

The emigration of thousands of Russians to such cities as Shanghai, London, and Paris furnished the background for the play *Tovarich,* by Jacques Deval. First produced in Paris in 1933, the comedy ran for some 800 performances. It was translated into numerous languages and was successfully produced in hundreds of cities the world over. Its much-discussed Broadway run in 1936–37 prompted Warner Brothers to release a film version starring Claudette Colbert and Charles Boyer.

The play tells of a former general of the cossack cavalry and his wife, a grand duchess, living in a low-class Parisian hotel several years after the Revolution. Their poverty is voluntary: They have stowed away in the Banque de France four billion francs, entrusted to them by Nicholas II, to be used only for Russia's good. To escape starvation, they work as domestics in the home of a wealthy Parisian banker. Their identities remain secret until a visiting Soviet commissar turns up among the banker's dinner guests one evening—the same commissar who had been responsible for their torture and indignity prior to their flight from Russia. How the commissar gains their huge fortune is relayed in a final scene tinged with pathos, wistful humor, and gentle satire.

The London production was applauded by the Soviet ambassador and by Russian refugees Prince and Princess Yussupoff. John Gunther, in his book *Inside Europe* (see "General Resources" for Unit VI), mentions the play's international success and Adolph Hitler's investigation of the author for possible Semitic background.

Conceived as entertainment rather than documentary, *Tovarich* remains noteworthy for the adroit way in which Deval makes historical material an integral part of a high comedy. *Tovarich* also stands as an example of how the theater enabled international audiences to better cope with some of the perplexities and overwhelming changes that dominated global events of that time.

Though currently out of print, the American stage version of the play is often carried by public and university libraries, either separately or in anthology (see the "Visual and Performing Arts Resources"). Interested students can read the play and present oral reports. Students in theater classes could prepare a selected scene and present it studio fashion or as readers' theater; or students may study the playwright's use of historical events in a dramatic context. (As this document goes to press, a videocassette version of the motion picture is unavailable.)

For historical background, Marc Raeff's *Russia Abroad: A Cultural History of the Russian Emigration, 1919–1939* (see "Resources for the Sample Topic") is available through university libraries; Gerald Gilbert Govorchin's more recent *From Russia to America with Love: A Study of the Russian Immigrants in the United States* (see "General Resources") includes discussions of post-Soviet immigration.

Students may investigate the lives and accomplishments of Russia's angry young poets and authors, such as Valerii Briusov, Andrei Bely, and Vladimir Maiakovskii. These writers painted a powerful picture of Russia through bold and dramatic imagery. What were the images of Russian society presented by the writers? How do the literary and artistic intelligentsia influence a political movement? How did the class structure and level of public education in pre-Revolutionary Russia prevent these artists from making more of an impact on public opinion? Interested students may use library resources in their research and report their findings to the class.

The Russian Revolution and World War I had a significant impact on the cultural and political geography of Europe. These events signaled the decline of monarchies like the Russian Romanov family. To illustrate the linkages among royal houses throughout the European continent, students work in small groups to trace the lineage of selected royal families. Students create charts and maps to illustrate their findings. Groups combine their findings to make one large chart and map that illustrates the connections among different royal empires. As an extended activity, this project should be limited to two class periods, with time for outside research.

Students research selected monarchies of pre-Revolutionary Europe and prepare three-minute speeches discussing daily life, roles of family members, education, and economic revenues (including land holdings). Other students research the same topics from the point of view of a peasant living under that monarch's rule. Students may wish to create props to enhance their presentations.

During the last decade the political boundaries of European countries have once again shown dramatic changes; natural boundaries between physical regions have not changed. After reviewing basic elements of cartography and physical geography, students draw a physical map of Europe, showing major mountain ranges and lowlands, rivers, and large lakes. Using a historical atlas, students add political boundaries that were created at the end of World War I. Then, using the most current atlas or wall map available, students delineate with overlays present-day European borders, and they compare and contrast changes that have taken place throughout the twentieth century. How has the physical geography of Europe influenced political boundaries of nations and nation-states?

Activities for Other Topics

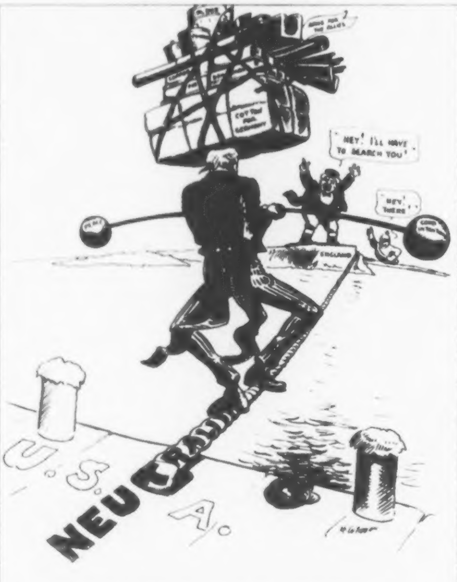
During the study of World War I, students work in small groups to explore not only the assassination of the Austrian archduke in July, 1914, but also the day-by-day diplomatic crisis that followed. Each group focuses on a chosen statesman or military leader from one of the major nations of Europe; groups then explore the figure's background, character, actions, and reactions during the fateful month. Then they try to determine to what extent this person's role in the crisis and the decisions he made were shaped by the following:

- The long-range forces operating on his country and himself
- The pressures he faced from the newspapers, the public, his colleagues, family, or friends
- The alliance system, or the state of military planning and technology
- Domestic crises, economic and social
- His own character and ambitions
- Chance, accident, or misinformation
- Other factors students can think of

At the end of the exercise, students will have a dramatic portrait of the tangle of forces that narrowed the range of options and tied the hands of even those statesmen most devoted to preventing war. How do students think they would have acted under such circumstances?

As exercises in critical thinking, students then may explore and debate some of the following questions:

- Which of the major countries would you hold most responsible for the coming of war? Why?
- The next most responsible? Why?
- Which statesman deserves most blame? Why?
- Was the war inevitable? Why or why not?
- Which of the causes—whether long- or short-term—of World War I have been eliminated from the international scene or rendered less dangerous?


"HEY! I'LL HAVE TO SEARCH YOU!"
"HEY! THERE!"
ENGLAND
U.S.A.
NEUTRALITY

"CAREFUL NAVIGATION REQUIRED TO AVOID TROUBLE."
John T. McCutcheon Chicago Tribune 1915

From the Dennis Ryan Collection. Used by permission.

- Which are still with us? Or are more dangerous?
- What new possible causes for war, unknown or irrelevant in 1914, do we face today?

In order to relate the study of peacemaking to the causes of later warfare, students may analyze Woodrow Wilson's Fourteen Points policy with reference to the following:

- Based on what you know regarding the causes of World War I, what do you think of the Fourteen Points as cures for the dangerous forces at work?
- Did Wilson take all the long- and short-range causes of the war into consideration? With your advantage of 20/20 hindsight, what other points would you add to his?
- Which causes did the Versailles Treaty address? And which did it not? Why not, do you suppose?

As a culminating activity to the study of World War I, students develop a special edition of a newspaper focusing solely on the national interests, desires, fears, and national memories of the Americans, the British, and the French at the Paris Peace Conference. Students should explain why these so-called allies failed to agree on making a lasting peace. Students then reexamine their textbook's explanation for the failure of the Versailles Treaty and explain why they are satisfied or dissatisfied with the account given in the book.

Later in Unit VII, when students examine World War II, the following questions provide a focus for the study:

- Of all the causes of World War II, which grew out of the consequences of World War I and the Versailles Treaty?
- In the 1930s, what lessons did people believe they had learned about the causes of war from what they thought had happened in 1914?
- Were these the right lessons to apply to the actual circumstances of the 1930s?
- What was the same and what was different about the coming of World War II?

As a collaborative project for Unit VII, students make small-group reports and discuss with other members of the class the following questions:

- What do we learn from history?
- In what ways did American, British, and French postwar policies after World War II differ from their policies after World War I? In economic matters? In military affairs? In diplomacy and alliances? In efforts to avoid another war?
- What lessons or warnings did these countries seem to have learned to take seriously?

A simulated art auction provides a correlated activity for art classes and should be scheduled to follow the study of World War II in Unit VII. It requires students to draw from all previous units of study in the tenth grade course and is, therefore, a midyear activity.

Art auctions are often used by museums to deaccession, or sell, works in their collections, thereby making room for artworks that more closely fit the orientation of the museum or a new theme. An art museum regularly examines the appropriateness of each work in its collection in light of its purpose and collecting policies. If a work of art does not fit within the parameters of its policies, it is deaccessioned to make room for one that does. Auction houses or other appropriate dealers provide deaccession services to museums.

A museum's purpose and its collecting and display policies determine its character. Some museums choose to provide a broad survey of the history of art; examples of this type are the Los Angeles County Museum of Art and the Crocker Art Museum in Sacramento. Others focus on the survey of a particular culture, such as the Asian Art Museum in San Francisco and the Museum of African Art, part of the Smithsonian Museum in Washington, D.C. Still other museums concentrate on a specific time period or a specific style of art; the Terra Museum in Chicago, for example, focuses on American art of the late nineteenth and early twentieth centuries, with paintings chiefly representing American impressionism.

As part of the simulated art auction, small groups of students in the class are designated representatives of specific fictional art museums and bid on paintings that fit the orientation of their selected museums. Each group of two or three students chooses an organizing focus for its art museum, selects a painting that does not suit its museum's purpose, researches that painting and presents it at the auction in such an enthusiastic and intellectually stimulating way that another group in the class is enticed to buy the painting for its own museum. (Students should have some information about art museums and the role of art museums in the cultural life of the society before beginning this activity. A field trip to a museum, including a discussion with the museum director, assists students in their understanding of the importance of the art museum in preserving the cultural artifacts of a society.)

Before the art auction takes place, each student group researches its selected painting and writes a paper to present to the other groups. The paper can include discussions of the relationship of the painting to historical eras or

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NOTE: This activity was prepared with the assistance of KD Kurutz of the Crocker Art Museum in Sacramento, California.

events; key works by other artists which reflect the essence of the era; the time period in which the artist worked, with references to historical events, issues, and people of the era; other important cultural figures (writers, musicians, dancers, entertainers); and the value of the selected artwork to society, then and now. This paper is presented to the other student teams as a way of informing them about the work to be auctioned.

During each presentation, members of the other museum teams take notes on the following:

- Name and focus of the museum
- Title and artist of the work being auctioned
- Starting bid required
- Brief description of the work (i.e., subject, style, time period)
- Key words which indicate aesthetic value
- Key words which indicate cultural value
- Key words which indicate how the painting reflects historical events, ideas, or eras

During the auction, each member of a group presents one aspect of the work and emphasizes its value to a certain type of museum. Therefore, groups will need to know beforehand the types of museums represented in the class so that they can organize their presentations to appeal to a specific type of museum. Museum teams bid on the paintings, beginning with the stated starting bid and proceeding in increments determined by the auctioneer.

After the auction, each museum team writes a brief descriptive paper about how the work it purchased suits its museum's aims and purposes.

The list of artworks in Figure V-3 suggests titles useful for this activity. Firms such as Shorewood Fine Art Reproductions (see "Visual and Performing Arts Resources") publish extensive catalogs of reproductions of paintings for use in classrooms. *Art in Focus,* by Gene Mittler (see "Visual and Performing Arts Resources"), contains many good ideas about the era, as well as good ideas for student activities.

Questions which could be discussed in research papers and oral presentations include:

- To what extent does the subject matter or historical era determine the meaning of the painting?
- How can we look at a painting and know about the society that produced it?
- How does the artist communicate (or reject) the values and customs of his or her society?

Figure V-3

Art for Auction

Artist	*Country*	*Title*	*Date*
Pre–Nineteenth Century			
Unknown	India	*Standing Paarvate,* bronze	12th century
Unknown	India	*Shiva Nataraja,* bronze	12th century
Lou Kuan	China	*Landscape*	13th–14th century
Unknown	China	*Jar,* porcelain	14th century
Unknown	Ottoman Empire	*Isnik Bowl,* ceramic	16th century
Unknown	Ottoman Empire	*Prayer Rug*	17th century
Unknown	Egypt	*Madrasah of Sultan Hasan*	1609–1616
K'un-Ts'an	China	*Landscape*	1661
Hokusai	Japan	*Great Wave of Kanagawa*	1760–1849
Kitagawa Utamaro	Japan	*Teahouse Maid*	18th century
Okado Hanko	Japan	*River Village in Smoky Rain*	1844
Middle to Late Nineteenth Century			
Winslow Homer	America	*Fog Warning*	1855
Honoré Daumier	France	*Third-Class Carriage*	1860–62
James McNeill Whistler	England	*Arrangement in Grey and Black* (Whistler's mother)	1871

Artist	Country	Title	Date
Georges Seurat	France	*The "Maria" at Honfleur*	ca. 1890
Henry Tanner	America	*Banjo Lesson*	1893
Mary Cassatt	America	*Susan Comforting the Baby*	ca. 1893
Edvard Munch	Norway	*Girl on a Bridge*	ca. 1893
Paul Gauguin	France	*Daydreaming*	1897
Early to Middle Twentieth Century			
Ernst Kirchner	Germany	*Berlin Street Scene*	1913
Marc Chagall	Russia	*The War*	ca. 1914
Wassily Kandinsky	Russia	*Composition: Storm*	ca.1923
Henri Matisse	France	*Interior with Egyptian Curtains*	ca. 1923
Georges Rouault	France	*The Old King*	ca. 1927
Pablo Picasso	Spain	*Guernica*	1937
Max Beckmann	Germany	*Self-Portrait*	ca. 1945

Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that writers of the *Course Models* suggest as essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies.

Resources for the Sample Topic

*Brinton, Crane. *The Anatomy of Revolution* (Revised edition). New York: Random House (Vintage paperback), 1965. In this scholarly work, a modern classic, Brinton delineates the elements common to all revolutions and points up key differences among them. He discusses the plight of moderates in history who become caught up in the demands of heedless extremists. The publishing firm of Peter Smith issues a hardback of Brinton's first edition.

Carr, E. H. *The Russian Revolution.* New York: Macmillan, 1979. A lucid work that examines the major events of the Communist Revolution from the fall of Czar Nicholas II to the rise of Lenin, this volume is a condensed version of material from the author's long research project, *History of Soviet Russia.* Besides giving a detailed overview of these tumultuous years, Carr explains how such a revolution could take place in a highly rigid feudal society. Although it is out of print, the book can be found in many libraries.

**Chamberlin, William Henry. *The Russian Revolution 1917–1921.* In two volumes. Princeton, N.J.: Princeton University Press, 1987. Volume I of this scholarly work traces events from the overthrow of the czar to the assumption of power by the Bolsheviks. Volume II discusses the civil war to the consolidation of Bolshevik power. A definitive and authoritative work, Chamberlin's two-volume study surpasses some previous scholarship and constitutes essential background reading for teachers and serious students. It is obtainable through public and university libraries.

*Charques, Richard. *The Twilight of Imperial Russia.* New York: Oxford University Press, 1974. Recently reissued in paperback, Charques's work is recommended to teachers and serious students for its insights into the waning of the czarist regime.

*Cohen, Stephen F. *Bukharin and the Bolshevik Revolution: A Political Biography, 1888–1938.* New York: Oxford University Press, 1980. Available in paperback, this work is unusual for its subject: a leading Russian Communist leader and editor. More than a biography, this book sheds broader light on issues relating to the whole of Bolshevik government.

*Curtiss, John Shelton. *The Russian Revolutions of 1917. Anvil* series. Louis L. Snyder, general editor. Malabar, Fla.: Robert E. Krieger Publishing Company, 1982. In Part 1, Curtiss's succinct analysis of the Russian Revolution

generates insightful glimpses into the minds and strategies of various factions involved in attempting to seize control of the state. Part 2— "Readings" — contains numerous primary source materials, such as "An Appeal of the Soviets to the Workers and Soldiers," "An Appeal from Lenin to the Masses," "An Incendiary Speech by Trotsky on the Eve of the Uprising," and "The Fall of the Winter Palace."

Daniels, Robert V. *Red October: The Bolshevik Revolution of 1917.* Boston, Mass.: Beacon Press, 1984. This book examines Lenin's control over Communist party activities, the Bolshevik cult of force, and the precipitation of the Revolution. Soviet tradition holds that the Revolution followed a Marxist plan, aided by Lenin's genius, but Daniels's view is that success was achieved "against incredible odds in defiance of any rational calculation."

Dunn, John M. *The Russian Revolution.* *World History* series. San Diego, Calif.: Lucent Books, 1993. A long history of oppression, unrest, and great inequalities between the wealthy landed class and the poor peasantry culminated in the Russian Revolution of 1917. The idealistic beginnings in the ideas of Marx and Trotsky ended in violence, demagoguery, and greed.

Engel, Barbara A. *Mothers and Daughters: Women of the Inteligentsia in Nineteenth-Century Russia.* London: Cambridge University Press, 1983. In this study Engel focuses mainly on the period 1840–1881. The extent of cultural and political influence and the social roles are well delineated. For a feminist history of women during the early years of the Bolshevik era, see Wendy Goldman's *Women, the State, and Revolution*, from the same publisher.

*Gagnon, Paul. *Democracy's Untold Story: What World History Textbooks Neglect* (Education for Democracy Project). Washington, D.C.: American Federation of Teachers, 1987. The broad scope of world history topics can present organizational challenges to teachers. What topics do students most need to know if they are to become wise and participating citizens? What are the high roads and pitfalls they need to understand from history? Chapters 7–17 of this handy book help tenth grade teachers to prioritize topics. It is strongly recommended as background reading and as a companion book for teachers. For purchasing information, contact the publisher at (202) 879-4575.

Gray, Bettyanne. *Manya's Story: Faith and Survival in Revolutionary Russia.* Minneapolis, Minn.: Runestone Press (Lerner), 1995. The Polevois were Jews who lived peacefully in Russian Ukraine in the early 1900s. Manya and her family were forced to flee to the United States, where they found a safe haven and new life. This dramatic account is written by Manya's American-born daughter, in memory of her valiant mother and of countless others who lived and died in revolutionary Russia. The book is easily read by most high school students.

**The Great War: This Generation Has No Future.* BBC/Time-Life, n.d. Videocassette, 52 minutes. Part 1 of the *Europe:*

The Mighty Continent series, this video depicts the terror of war and the Bolshevik Revolution. It is available from social studies supply houses.

Halliday, E. M. *Russia in Revolution.* New York: American Heritage Publishing Co., 1967. The Romanov dynasty, overthrown in March of 1917, was replaced by the Provisional Government, which sought to give Russia its first taste of freedom. The hardship of World War I and the pressure of Lenin's Bolsheviks resulted in a bloodless coup d'etat, with Lenin in control of the state. Suggested for its excellent illustrations, this out-of-print resource may be found in many libraries.

Heresch, Elisabeth. *Blood On the Snow: Eyewitness Accounts of the Russian Revolution.* New York: Paragon House, 1990. This is a compelling account of the drama, brutality, and hypocrisy of the Russian Revolutions of February and October, 1917. Survivors vividly recreate those historic events and personalities.

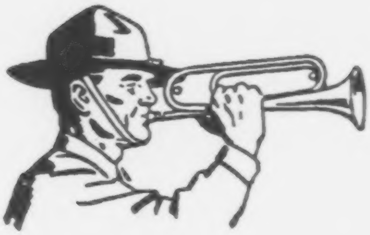
Hill, Christopher. *Lenin and the Russian Revolution.* New York: Penguin, 1971. Hill's advanced-level text introduces the reader to Lenin's personality and life within the context of the Russian Revolution and history. Besides material on Lenin, there are also good details on the rise of the Revolution itself.

I Will Not Bow My Head: Documenting Women's Resistance in World History. Edited by Lyn Reese. Berkeley, Calif.: Women in the World Curriculum Resources, 1994. Over 60 primary sources contained in this collection reveal defiant or resistant voices from diverse historical periods and cultures. Background information, follow-up questions, activity suggestions, and illustrations are included. This very useful one-volume collection for classroom use is appropriate for more than one grade level. Recommended for this unit is "Alexandra Kollentai: Russian Revolution."

*Johnson, Paul. *Modern Times: The World from the Twenties to the Nineties* (Revised edition). New York: HarperCollins, 1991. Named by the *New York Times* as one of the best books of its time, Johnson's fast-paced history has become a standard. Chapter 2, "The First Despotic Utopias," is valuable for its portrait of Lenin and its discussion of the reasons for his rise to power. This book reads engagingly and is recommended to teachers and serious students for its controversies and its fresh, learned interpretations.

Kochan, Lionel. *The Russian Revolution.* *The Putnam Pictorial Sources* series. New York: G. P. Putnam's Sons, 1971. Kochan traces the roots of the Revolution in the nineteenth century, through the crises of 1905 and World War I, to its climax in October, 1917. He also discusses the Bolshevik policies in the years of reconstruction and foreign isolation. Illustrations include both photographs and rare political cartoons. Although out of print, this book may be found in most libraries.

Laqueur, Walter. *The Fate of the Revolution: Interpretations of Soviet History from 1917 to the Present* (Revised and updated). New York: Collier Books



(Macmillan), 1987. In this classic study of the literature on Soviet history and the Bolshevik Revolution, the author presents a critical review of the writings of the last two decades, including examples of Western revisionism. He recommends what to reject as historical fantasy and what to treat with caution or skepticism.

Massie, Robert K. *Nicholas and Alexandra.* New York: Dell, 1969. Massie intended his work as a popular biography rather than a scholarly study. The book overemphasizes the political significance of the hemophilia which afflicted Nicholas's heir; however, it is recommended for its detail regarding Nicholas's relationship with his wife and the effects of that relationship on affairs of state.

*Rabinowitch, Alexander. *The Bolsheviks Come to Power: The Revolution of 1917 in Petrograd.* New York: Norton, 1978. This authoritative work enjoys the distinction of having been translated into Russian and published in Russia in 1989. The book is recommended for background reading by teachers and serious students. It is available in paperback.

Radzinsky, Edward. *The Last Czar: The Life and Death of Nicholas II.* New York: Doubleday (Anchor Books), 1993. Radzinsky's compelling book presents firsthand evidence about the execution of the Romanovs. By examining diaries, memoirs, letters, and oral reminiscences, he rises above the falsehoods that his society imposed.

*Raeff, Marc. *Understanding Imperial Russia: State and Society in the Old Regime.* Translated by Arthur Goldhammer. New York: Columbia University Press, 1984. Raeff's insights on the long-vanished Russian Empire and its political and spiritual basis constitute essential background reading for teachers. In his review, Nikolai Tolstoy observed that the book provides no facile answers, "but the picture that emerges is remarkable for the clarity and persuasiveness of its argument." See also the author's *Russia Abroad: A Cultural History of the Russian Emigration, 1919–1939* (New York: Oxford University Press, 1990).

Reed, John. *Ten Days That Shook the World.* Edited by D. Wolfe. Foreword by V. I. Lenin. New York: International Publishers, 1989. Lenin claimed that this book accurately related the course of "the proletarian revolution and the dictatorship of the proletariat." Reed, an American leftist radical, stated that while his book dealt mostly with Petrograd, the capital and heart of the insurrection, events were repeated with greater or lesser intensity all over Russia.

Rhodehamel, John H; Stephen F. Rohde; and Paul Von Blum. *Foundations of Freedom.* Los Angeles: Constitutional Rights Foundation, 1991. Chapter 8, "War and Reaction," describes the *Abrams v. United States* case that dealt with a group of New York radicals in 1918 who strenuously opposed U.S. intervention against the Bolshevik

Revolution in Russia. The group distributed leaflets against sending troops into Siberia and exhorted workers to "spit in the face of the lying, hypocritical, military propaganda."

Ross, Stewart. *The Russian Revolution.* Bookwright Press, 1989. Part of the *Witness History* series, this in-depth analysis of the roots of the Revolution and its consequences is clearly written and includes numerous photographs and cartoons. The combination of interesting information, an appealing visual component, and short length make this book the perfect introduction for high school students.

Schneider, Dorothy, and Carl J. Schneider. *Into the Breach.* New York: Viking Penguin, 1991. Widely scattered and obscure material documents the experience of thousands of American women who sailed to Europe to participate in World War I. They worked as nurses, doctors, photographers, interpreters, journalists, and telephone operators. Many photographs are included.

Schur, Maxine Rose. *The Circlemaker.* New York: Dial Books for Young Readers, 1994. Schur's novel vividly describes Russian Jewish life under Czar Nicholas I through the eyes of Mendel. Heeding his father's words— "Only the closed circle, Mendel, has power, because only the closed circle can keep us whole" —enables Mendel to make choices that will alter his life forever. This book is easily read by students.

Stites, Richard. *The Woman's Liberation Movement in Russia* (Second edition). Princeton, N.J.: Princeton University Press, 1992. Stites is regarded as a preeminent authority on his topic. His account covers the period from 1860 to 1930. The book is available in paperback.

Stone, Norman. *Europe Transformed, 1878–1919.* Cambridge, Mass.: Harvard University Press, 1984. This is a scholarly account of four eventful decades that profoundly influenced not just the European continent but also the United States and the rest of the world. "The author," says *Choice* magazine, "tries to answer the question of why an extraordinary period of peace, prosperity, and great inventions also spawned four years of terrible slaughter caused by World War I, bolshevism in Russia, the rise of various shades of fascism in different countries, and the disintegration of the European economy."

Tian-Shanskaia, Olga Semyonova. *Village Life In Late Czarist Russia.* *Indiana-Michigan* series. David L. Ransel, general editor. Indianapolis: Indiana University Press, 1993. This book is a source for the social history of Russian peasant society in the years before the Revolution. Highly readable, it portrays the life and customs of the Russian village, describes nineteenth-century changes, and shows an awareness of the treatment of women and children.

Tolstoy, Leo. *The Forged Coupon.* Translated by David Patterson. New York: Norton, 1986. This is a fascinating story set in pre-Revolutionary Russia in which class antagonisms are clearly evident. The story concerns one small, dishonest act that reverberates through society.

Tolstoy's theme is that every human action has consequences and one can stop evil only by not passing it on. This short novel provides many opportunities to explore ethical questions.

Trotsky, Leon. *The Russian Revolution: The Overthrow of Tzarism and the Triumph of the Soviets.* Edited by F. W. Dupee. Translated by Max Eastman. New York: Doubleday (Anchor Books), 1959. Selected and edited from *The History of the Russian Revolution* (New York: Pathfinder, 1992). In this book Trotsky writes with the vividness of an eyewitness to the events he describes. He vividly portrays the czar, the czarina, Rasputin, Lenin, and Stalin. Though partisan, he writes with logic, wit, and style.

Ulam, Adam B. *The Bolsheviks.* Toronto, Canada: Collier Books, 1968. Now available as a Macmillan paperback, this work focuses on bolshevism as a party, an ideology, and a political force. Ulam is a prolific author of studies on twentieth-century Russia, and his scholarship is invaluable to teachers for its insights into complicated political events.

**War, Revolution, and Peace in Russia: The Passages of Frank Golder, 1914–1927.* Edited by Terence Emmons and Bertrand M. Patenaude. *HOOVER ARCHIVAL DOCUMENTARIES* series. Stanford, Calif.: Hoover Institution Press, 1992. Golder's diaries and letters pertain to his five stays in Russia between 1914 and 1927 and reveal the weaknesses of Imperial Russian society and its tumultuous last years. The fall of Nicholas II, the drama and agony of the initial months of the Revolution, and the beginning of Stalinism are recorded in this extraordinary primary source.

Wood, Alan. *The Origins of the Russian Revolution 1861–1917* (Second edition). *LANCASTER PAMPHLETS* series. London/New York: Rutledge, 1993. Wood provides one of the best short introductions to the five and one-half decades of Russian history leading up to 1917. He incorporates traditional and revisionist approaches and uses the most recent research to stimulate critical thought and interpretation.

General Resources

Arlen, Michael. *Passage to Ararat.* New York: Penguin, 1982. Unaware of his Armenian roots as a child, the author begins, as an adult, to learn about his Armenian heritage and ancestors. In this detailed account of his findings and feelings, Arlen not only discusses Armenian culture but also deals with the genocide of Armenians in a sensitive manner. Because this book reads like a novel, it is interesting for students to read.

The Armenian Genocide. Videocassette, 25 minutes. Thousand Oaks, Calif.: Atlantis Productions, 1991. This video explains historical events leading up to the Armenian genocide of 1915–1923 and points out the lack of human rights and democratic principles in the Ottoman Empire that made the Armenian genocide possible. The film helps students to better understand the meaning of genocide and to recognize signs of human rights violations that could lead

to the repetition of such acts. A teachers' guide is available. For purchasing information, contact Atlantis Productions, 1252 La Granada Drive, Thousand Oaks, CA 91362, (805) 495-2790.

The Armenian Genocide in Perspective. Edited by Richard G. Hovannisian. New Brunswick, N.J.: Transaction Books (Rutgers—The State University), 1986. Taken mostly from papers presented at a Tel Aviv conference in 1982, this collection examines why the genocide happened and how others responded to it. Similar to *A Crime of Silence,* this source is very critical of the Turkish government's actions during the genocide and its defensive posture today. See also the author's *The Armenian Holocaust.* (Cambridge, Mass.: Armenian Heritage Press, 1980), in which he muses on the way expediency frequently prevails over morality in politics.

Armenian Genocide Resource Guide. Washington, D.C.: Armenian Assembly of America, 1988. This resource guide introduces teachers to some of the available material regarding the Armenian genocide.

Bardakjian, K. B. "Hitler and the Armenian Genocide." Special Report Number 3. Cambridge, Mass.: The Zoryan Institute, 1985. "Who, after all, speaks today of the annihilation of the Armenians?" Hitler posed this question in a speech he gave to his military commanders in August 1939 when promoting his immediate plans for Poland. Bardakjian's main focus in this booklet is Hitler's views on the Armenian massacres. This report is a suitable resource for teachers.

Bliss, Rev. E. M. *Turkey and the Armenian Atrocities* (Reprint). Fresno, Calif.: Meshag Publishing, 1982. "With slight exceptions, the method was to kill within a limited period the largest number possible of Armenian men, especially those of capacity, intelligence, and wealth, and to ruin their families by looting their property."

Chalk, Frank, and Kurt Jonassohn. *The History and Sociology of Genocide.* New Haven, Conn.: Yale University Press, 1990. The selected analyses and case studies provided in this book focus on different types of genocide that have taken place during all periods of history in all regions of the world. Case studies in Part II include the Armenians in Turkey. Part III contains bibliographical references for each case.

Cobb, Humphrey. *Paths of Glory.* New York: Avon, 1980. This is the story of the fighting and travails of a French unit during the fourth year of World War I. While the only goal of the soldiers in the trenches is to stay alive, the generals ensconced in country villas far from the front are still planning ambitious offensives. The book depicts the mutinies from the French army in 1917.

A Crime of Silence: The Armenian Genocide. Edited by Gerard Libaridian. Burbank, Calif.: ZED Books, 1985. This collection of articles, taken from the Permanent Peoples' Tribunal conference on the Armenian Genocide, examines

the actual killings themselves and the modern-day Turkish government's defense of its forebears. Although most of these articles are quite critical of the young Turkish government, the opinions expressed are well supported by strong research and a breadth of eyewitness accounts.

Dadrian, Vahakn N. "Genocide as a Problem of National and International Law: The World War I Armenian Case and Its Contemporary Legal Ramifications." *Yale Journal of International Law*, Vol. 14, No. 2, 1989. Dadrian's article is suggested for reading by teachers and serious students. The *Yale Journal* is best found in university law libraries.

The Diaries of Private Horace Bruckshaw, 1915–1916. Edited by Martin Middlebrook. Hamden, Conn.: Archon Books (Shoe String Press), 1980. In short diary entries, Private Bruckshaw recorded what he felt and saw while in battle during World War I. He also sketched plans of French positions and drew cartoons. The private died later on the western front.

Ellis, John. *Eye-Deep in Hell: Trench Warfare in World War I.* Baltimore, Md.: Johns Hopkins University Press, 1992. Ellis discusses the construction of trenches and the nature of trench warfare. He realistically describes daily life, marches and patrols, and habits and regulations.

Everyone's Not Here: Families of the Armenian Genocide. Videocassette, 28 minutes. Developed by William Parsons Armenian Assembly of America, n.d. This video opens with historical photographs that constitute the backdrop for the reflections of three survivors on their experiences during the genocide. Included with the film are maps, a time line, and an 87-page teacher/student study guide that is arranged for a single introductory lesson or a full unit of study. The Armenian Assembly may be contacted at 122 C Street, NW, Suite 350, Washington, DC 20001 for purchasing information.

**First World War.* LIVING HISTORY series. Edited by John D. Clare. San Diego: (Gulliver Books) Harcourt Brace, 1995. An exceptionally good introductory resource for students, this book contains color photographs of reenacted scenes as well as some authentic, black-and-white reproductions. Each photograph's accompanying explanation offers concise, informative narrative, arranged according to topics. The book as a whole is useful to a wide variety of tenth grade students. Where budget allows, multiple copies (perhaps one per two students) could be used as a substitute textbook in some classes. The two-page discussion of historiography at the end of the book should be read by every student.

The Forgotten Genocide. Videocassette, 28 minutes. Narrated by Mike Connors. ARMENIAN HERITAGE series. The Armenian Film Foundation, n.d. This is a classic documentary of the first genocide of the twentieth century. Also available is *A Supplement to the Forgotten Genocide*, a 17-minute video describing the establishment of the Armenian Republic, the Sovietization of Armenia, and the rebuilding of Armenian life in

diaspora. Contact the producer at 2219 Thousand Oaks Boulevard, Thousand Oaks, CA 91362 for purchasing information.

Genocide Issues, Approaches, Resources. Edited by Samuel Totten. Glen Head: New York State Council for the Social Studies, Fall, 1987. Since 1900, 84 million more people were killed in genocidal acts than were killed in World Wars I and II plus all of this century's revolutions and civil wars. To assist teachers in introducing this subject, this teacher's resource delineates the complexities of genocide and encourages pondering its implications.

Giddings, Robert. *The War Poets.* New York: Orion Books, 1988. This is a superb collection of poems and biographies that, as the publisher writes, "reveals the innermost thoughts and feelings of the writers who gave voice to the aspirations of a doomed generation." Included are poets as famous as Rupert Brooke and Robert Graves and the well-known poems "In Flanders Field" and "I Have a Rendezvous with Death."

Govorchin, Gerald Gilbert. *From Russia to America with Love: A Study of the Russian Immigrants in the United States.* Pittsburgh, Pa.: Dorrance Publishing, 1994. From their first steps on American soil in 1741, Russian immigrants have made a lasting impression on the history, culture, and traditions of American life. *From Russia to America with Love* explores the many facets of immigrant life in this country. The detailed narrative probes the conditions that drove many Russians from their homelands, traces the course of immigration across both the Pacific and Atlantic Oceans, and describes the factors prompting the immigrants' dispersement across the American continent.

Graves, Robert. *Goodbye to All That* (Revised edition). New York: Doubleday, 1957. Widely read after its initial publication in the 1920s, this reminiscence of the author's experiences in the trenches on the western front during World War I details the everyday life of the British tommy and describes the anguish of the struggle to stay alive. See also the author's *Poems About War* (London Stamp Exchange, 1988), which commemorates 16 poets of World War I. Both books are available from libraries.

Hall, Linda B., and Don M. Coerver. *Revolution on the Border: The United States and Mexico, 1910–1920.* Albuquerque: University of New Mexico Press, 1988. The authors investigate the relations between the United States and Mexico from 1910 to 1920, discussing the political and military events on each side, their economic ties, and national and local reactions to the revolution.

Haythornthwaite, Philip J. *A Photohistory of World War One.* New York: Arms and Armour (Sterling Publishing, distributor), 1993. Specific items or events from all theaters and fronts of World War I are illustrated with more than 450 fully captioned contemporary photographs. The book traces the evolution of weapons and uniforms and includes orders of battle and organizational tables.

Hemingway, Ernest. *A Farewell to Arms*. New York: Scribner, 1987. Hemingway's first popular novel, originally published in 1929, is set during World War I and tells the story of the romance between Frederic Henry and Catherine Barkley, who become disillusioned with the war and flee to Switzerland to escape its horrors.

Home Fires and Foreign Fields: British Social and Military Experience in the First World War. Edited by P. H. Liddle. Aberdeen, Scotland: Pergamon, 1985. The home front and the domestic effects of the war are depicted here, as well as military events. It is suggested for background reading by teachers.

Hoover, Herbert. *The Ordeal of Woodrow Wilson* (Reprint of 1958 edition). Washington, D.C.: Woodrow Wilson Center Press, 199. Hoover, a firsthand witness to important conferences and meetings during the Wilson administration, details with insight and sympathy Wilson's efforts to achieve a peace. This celebrated book is unusual in that both its subject and its author are former presidents. The book should be ordered from the distributor, John Hopkins University Press, Baltimore, Md., (800) 537-5487. It is available in paperback.

Joll, James. *The Origins of the First World War*. White Plains, N.Y.: Longman, 1984. For advanced students, this detailed analysis of the historical forces at work in Europe during the years leading up to 1914 includes an excellent bibliography.

Joyce, James Avery. *Broken Star: The Story of the League of Nations 1919–1939*. Atlantic Highlands, N.J.: Humanities Press, 1978. Joyce argues that the League of Nations was not a mistake or a failure but was actually a useful body that prevented small crises from escalating while serving as a model for the United Nations. Early chapters on the founding of the League and Wilson's problems with American ratification are useful when examining the resolution of World War I and the problems that occurred when all of the combatants were brought together. This out-of-print book deserves republication.

Kennett, L. *The First Air War, 1914–1918*. New York: Macmillan, 1990. Kennett describes the air battles during World War I—from the skies and seas of Europe to those of the Middle East and Africa. Black-and-white photographs are included.

Koral, April. *War Refugees*. New York: Franklin Watts, 1989. This book describes the plight of people torn from their roots by war, from World War I on. Many pictures show the effect of wartime displacement on families.

Lang, David Marshall, and Christopher J. Walker. *The Armenians*. Report No. 32 (Fifth edition). Minority Rights Group. London, U.K.: Benjamin Franklin House, 1981. In 1920, Russia and

Turkey agreed to carve up Armenia's traditional homeland and divide it between themselves. Two generations later, the scattered Armenians have recovered their poise and sense of national unity; several political events have provoked the now-resurgent Armenians to revive protest and grievance.

*Laughlin, Margaret. "The Women's Land Army, 1918–1920." *Social Education*, Vol. 58, No. 2 (February, 1994), pp. 85–88. Washington, D.C.: National Council for the Social Studies (NCSS). This article is valuable supplementary reading for students; it discusses the British plan for agricultural production, the Women's Land Army of America (WLA), California volunteers, and postwar efforts of the WLA. Though its efforts were short-term, the WLA prompted long-term consequences for women throughout the world. Back issues of this magazine are easily ordered by telephoning NCSS at (202) 966-7840. Copies of this one article are available from UMI Article Clearinghouse, University Microfilm International, 300 North Zeeb Road, Box 91, Ann Arbor, MI 48106.

Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire. Edited by Charlotte Crabtree and others. University of California, Los Angeles: The National Center for History in the Schools, 1992. Every high school history–social science department should own at least one copy of this publication. In addition to thoughtful essays on the rationale and pedagogy of history instruction, this work discusses the major topics, themes, and "habits of mind" students should develop and teachers should address. Content for world and U.S. history is set forth in a clear, motivational style. While traditional topics such as the French Revolution and World War I are discussed, "The World in the Contemporary Era" (pages 287–311) offers valuable help for tenth grade teachers planning instruction for the second semester of the course. To purchase copies, contact the publisher at (310) 825-4702.

Marks, Sally. *The Illusion of Peace: International Relations 1918–1933*. *The Making of the Twentieth Century* series. New York: St. Martin, 1976. The author enlightens readers regarding the flawed Treaty of Versailles and the political, social, and international turmoil that led to World War II. It is suggested for teachers' background reading.

Marshall, S. L. A. *World War I*. *The American Heritage Library* (Reprint). Boston: Houghton Mifflin, 1987. Marshall's book is about the assassination in Sarajevo, Bosnia, of Archduke Francis Ferdinand and his wife Sophie, which sparked World War I. The motives for the assassination were bizarre, contradictory, and rooted in personal emotion, for the Archduke was not an oppressor of the people—he was their friend.

McDonald, Lyn. *1914*. San Mateo, Calif.: M. Joseph, 1987. A long but colorful examination of the British regular army during the first year of World War I, this work uses firsthand accounts and stories from the soldiers themselves. McDonald creates a vivid and realistic picture of the difficulties they faced in the war and the disillusionment that quickly overtook many of the troops. Also included is a section of photographs of the soldiers and their surroundings.

Meltzer, Milton. *Ain't Gonna Study War No More.* New York: Harper & Row, 1985. A lively study that examines the people who have dissented against war in American history. Two chapters are germane to World War I, those dealing with the progressive reformers who wanted to keep America out of the Great War.

***Model Curriculum for Human Rights and Genocide.* Sacramento: California Department of Education, 1988. This guide includes a helpful essay for teachers and students on the Armenian genocide and valuable background information and resources on other violations of human rights, such as the Ukrainian genocide, the Jewish holocaust, the Polish genocide, and totalitarian violations in Argentina, Kampuchea, and South Africa. The *Model Curriculum* is aligned with the *History–Social Science Framework.*

Morgenthau, Henry. *The Murder of a Nation.* Los Angeles: Ararat Press, 1982. An ancestral home, tenaciously defended for over 2,000 years, was lost during 1915 as the first genocide of the twentieth century virtually annihilated the Armenian minority in Turkey. An agelong cultural and religious heritage was disrupted as survivors of the massacres and their descendents scattered throughout the world. The author, who was United States ambassador at Constantinople from 1913 to 1916, conveys considerable insight into the fears, calculations, and brutalities of the Turkish leaders.

Morrow, Jr., John H. *The Great War in the Air: Military Aviation from 1909 to 1921.* Washington, D.C.: Smithsonian Institution Press, 1993. This study of the development and significance of airpower during World War I compares military, political, technological, industrial, and cultural aspects of airpower in the combatant nations.

Morton, Frederic. *Thunder at Twilight: Vienna 1913/1914.* New York: Macmillan (Collier Books), 1989. Vienna before the start of the World War I was an exciting and popular place to be, as evidenced by the residences of important people like Stalin, Trotsky, Hitler, Tito, and Freud. The author presents the political and cultural life of this city in vivid and clear terms, always with an eye toward the impending conflict in 1914. The examples and information found in the text are mostly from personal memoirs and accounts collected by the author.

O'Flaherty, Liam. *The Informer.* Orlando, Fla.: Harcourt Brace, 1980. One of the outcomes of World War I was that Britain's grip on Ireland, always tenuous at best, was further loosened. This effected a recurrence of the somnolent Irish nationalism. This is the story of Gypo Nolan, a man who betrays a comrade to the British for a 20-pound reward. His pathetic adventures involving his efforts to at first buy friends, and later to gain redemption, have biblical parallels. The novel offers a penetrating view of working-class Irish life under British rule.

Owen, Wilfred. *The Collected Poems of Wilfred Owen* (Revised edition). Edited by Lewis C. Day. New York: New Directions, 1964. Owen, a British poet, served in World War I and wrote poignant poems about his experience. This anthology, available in paperback, contains all of his significant work up to the time of his death in 1918. Even the titles of his poems reflect the despair of the soldier serving in the trenches—"Futility," "Anthem for Doomed Youth," "Arms and the Boy," "Insensibility," and others.

Pershing, J. J. *My Experiences in the World War.* Summit, Penn.: TAB Books, 1989. This two-volume set documents the experiences of General John "Black Jack" Pershing and the American Expeditionary Forces in France during World War I. Pershing outlines events leading to his selection as commander in chief through meetings with European leaders, the battles of the war's final days, and armistice. Black-and-white photographs and maps are included.

A Prose Anthology of the First World War. Edited by Robert Hull. Brookfield, Conn.: Millbrook, 1993. "Such huge events as the world wars are like landslides in history, changing the face of the world." Hull's book describes World War I through extracts from memoirs, diaries, and letters.

**Remarque, E. M. *All Quiet on the Western Front.* New York: Fawcett, 1987. This literary classic tells the powerful story of life on the front lines of World War I. Paul, a German soldier and the story's central character, learns to deal with the senseless and often brutal killing that quickly saps his youth and vitality, as it did for countless others. This book is suggested for correlation with language arts.

Rinehart, Mary Roberts. *My Story, and Seventeen Years After.* New York: Rinehart and Co., 1948. A popular novelist and prominent hostess of her day, the author was known for her grit, tenacity, talent, and sociable spirit. As a nurse and wartime journalist, she experienced and witnessed many of life's travails firsthand. This autobiography is neglected today but is obtainable in libraries and second-hand bookstores. Passages pertaining to World War I lend themselves to reading aloud in class. The whole is an engrossing and thought-provoking memoir.

Roberson, John R. *Transforming Russia: 1682–1991.* New York: Macmillan (Atheneum), 1992. Roberson describes Russian history from the Russian Empire to the USSR and then to the Commonwealth of Independent States. Chapters 4 and 5 are germane to studies of the Russian Revolution.

Robles, Harold E. *Albert Schweitzer: An Adventurer for Humanity.* Preface by Rhena Schweitzer Miller. Brookfield, Conn.: Millbrook, 1994. Schweitzer gave up worldly success to dedicate his life as a medical doctor to people in urgent need in Africa. World War I affected his life in the early stages of the war but did not suppress his need to care for people, animals, and the world.

*Ross, Stewart. *The Origins of World War I.* New York: The Bookwright Press,

1989. Ross begins by assessing the reasons why the Great Powers fell into war. He examines international tensions beginning in 1870 caused by diplomatic, imperial, military, and economic rivalries. He shows how these tensions produced a series of crises and confrontations from 1900 to the outbreak of war in 1914. This brief, well-structured book is a perfect introduction for students to this crucial historical period.

Sanjian, Avedis K. *Cilicia . . . Rebirth in Aleppo. ARMENIAN HERITAGE* series. Videotape, 27 minutes. The Armenian Film Foundation, n.d. This video describes the persistence of the rich, centuries-old culture of the Armenian people when the survivors of the genocide establish a new life in Syria. For purchasing information, contact the producer at 2219 Thousand Oaks Boulevard, Thousand Oaks, CA 91362.

*Schneider, Dorothy, and Carl J. Schneider. *Into the Breach: American Women Overseas in World War I.* New York: Viking Press, 1991. The participation of American women in the Great War brought significant and seminal changes in the perceptions of women's roles in international arenas. This book is recommended for teachers and serious students.

Simkins, P. *World War I, 1914–1918: The Western Front.* Avenal, N.J.: Outlet Book Company, 1990. Simkin's book reveals World War I with many evocative black-and-white photographs. Included are discussions of daily life in the trenches and the dangers of poison gas.

Tekeyan, Vahan. *Sacred Wrath: The Selected Poems of Vahan Tekeyan.* Translated by Diana Der Hovannessian and Marzbed Margossian. New York: Ashod Press, 1982. Tekeyan, one of the most accomplished poets to write in the Armenian language, explores the psychological and emotional impact of the Armenian genocide. He was out of the country when the Turkish government rounded up the Armenian leaders, including prominent writers, and executed them.

Totten, Samuel, and Milton Kleg. *Human Rights.* Hillside, N.J.: Enslow Publishers, 1989. This story of human rights moves from Greece and China through the Jewish holocaust, to present-day South Africa and the United States. Interviews and eyewitness accounts vividly show the effect of the denial of human rights on people's everyday lives. The book describes the extermination of Armenians in the Ottoman Empire, well under way at the start of World War I in 1914. Many countries threatened to punish the perpetrators of these crimes, but after the war, they forgot their promises.

*Turgenev, Ivan. *Fathers and Sons.* Various publishers and dates. Turgenev's novel portrays the conflicts between older aristocrats and younger democratic intelligentsia in Russia during the 1860s. Considered one of Turgenev's finest works, the novel originally aroused widespread controversy in Russia. The book is suggested for correlation with language arts.

World War I. AMERICA'S WARS series. San Diego, Calif.: Lucent Books, 1991. This book chronicles events leading to America's entry into World War I and discusses how historians, the military, government officials, and others have interpreted U.S. actions in the Allied victory. President Wilson's efforts for lasting peace are described, and their effect on World War II is considered.

World War I and Europe in Crisis, 1914–1935. ESSENTIALS OF EUROPEAN HISTORY series, n. d. Key concepts, events, and developments of traditional European history are provided for convenient reference and review. The text is concise; maps, capsule biographies, and clearly categorized paragraphs add to its usefulness. It is obtainable from social studies supply houses.

World War I. Videotape. Del Mar, Calif.: CRM McGraw Hill, producer/distributor, 1969. The reasons why America entered World War I are looked at as well as America's contributions to the Allied victory over the Central Powers. Part of the AMERICAN HISTORY series, the video is available from social studies supply houses.

World War I. Videotape, 90 minutes. New York: Random House Home Video, producer/ distributor, 1988. This video is pertinent for its inclusion of posters, cartoons, and propaganda devices of the World War I era. Contact the distributor at (212) 872-8235.

World War I: A Documentary on the Role of the USA. Videotape (Beta/VHS), 28 minutes. Chicago, Ill.: Britannica Films, 1957. Produced in English or Spanish, the documentary footage highlights this program on America during the World War I years. The video may be rented, leased, or purchased from the distributor. For information, telephone (312) 347-7958.

Zaroukian, Andranik. *Men Without Childhood*. Translated by Elise Bayizian and Marzbed Margossian. New York: Ashod Press, 1985. "It was natural law to beat up the weak, to be beaten by the strong. For a piece of bread the size of a fist we battled, bit, bled. Love was an incomprehensible word, friendship an unknown feeling. Bread was comrade, friend, and love." Zaroukian tells his story and the story of thousands of children who, during the Armenian genocide, were orphaned overnight and haunted forever by a bitter past.

Zoryan Institute. *Profile: The Armenian Experience*. Cambridge, Mass.: Zoryan Institute for Contemporary Armenian Research and Documentation, 1984. The *Profile* is short, but fascinating. The Armenians descended from ancient tribes who had inhabited their homeland since prehistoric times. Armenian massacres by the Turks resulted in the disintegration of the economy, dislocations, and famine. The world is silent with regard to the massacre; it is apparently willing to accommodate the present Turkish government's cover-up and justification of tortures and massacres.

Visual and Performing Arts Resources

All Quiet on the Western Front. Film. Directed by Lewis Milestone. United

States, 1930. This adaptation of Erich Maria Remarque's fierce World War I novel on the spiritual futility of war remains a classic. Though remakes have been released over the years, the 1930 adaptation is generally agreed to be exemplary. The black-and-white film adds to the drab, gritty nature of the story. It is available on videocassette from social studies supply houses.

Anderson, Maxwell. *Second Overture*, in *Eleven Verse Plays*. New York: Harcourt Brace, 1939. In a Russian cellar which serves as an execution chamber, a motley assortment of human beings awaits death. Young Gregor, an escapee from a Siberian camp, retains the hope he had during the 1905 uprising. As the play progresses, he confronts a moral dilemma with courage and resolve. The characters depicted represent almost a microcosm of the Russian Revolution. Study of this one-act play may be correlated with language arts or theater classes.

The Arts of Islam: Masterpieces from the Metropolitan Museum of Art, New York. New York: Harry N. Abrams, 1982. This collection is part of a series of books which highlight the collections of the Metropolitan Museum of Art. This volume contains valuable essays on Islamic art by noted scholars. Of particular interest is color plate 116 on page 273, which shows a prayer rug of the seventeenth-century Ottoman period from western Anatolia. Information about reproductions for classroom use may be obtained from the Metropolitan Museum of Art sales office, (800) 468-7386, or the gift shop, (212) 535-7710, ext. 4092.

Battleship Potemkin. Silent film. Directed by Sergei Eisenstein. USSR, 1925. Film critics regard Eisenstein as one of the important early film directors because he helped invent the aesthetics of image, editing, and montage. This film is a depiction of the *Potemkin* crew's mutiny during the insurrection of 1905. The VHS videocassette version comes with the brilliant musical score by Dmitri Shostakovich. The film is available in laser disk or video format and if not available locally may be purchased from Facets Video, Chicago, Ill., (800) 331-6197. Also available are Eisenstein's controversial *Ten Days That Shook the World* and Gian Carlo Bertellis's biographical *Secret Life of Sergei Eisenstein*.

Big Parade. Silent film. Directed by King Vidor. United States, 1925. John Gilbert portrays a young American soldier who learns that war is not a grand and glorious adventure; the trenches of the Great War are his instructors. This work is considered one of the more noteworthy cinematic depictions of war. It is available in VHS or laser disk format. If not available from local outlets, contact Facets Video, Chicago, Ill., (800) 331-6197 for purchasing information.

Deval, Jacques. *Tovarich*. Adapted for the American stage by Robert E. Sherwood. New York: Random House or Samuel French, 1937. One of the most widely performed comedies during the 1930s, *Tovarich* mixes pathos and politics with drawing-room comedy in depicting Russian émigrés in Paris during the 1920s. Bennett Cerf and Van Cartmell included the play in their *Modern*

LIBRARY GIANT anthology, *Sixteen Famous European Plays* (Doubleday, 1943). Though out of print, the play is available through public and university libraries.

Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ 08543-2053, (800) 257-5126. Programs on video obtainable from this company are wide-ranging and appropriate for several units featured in *Course Models for Grade Ten.* For example, *The War Years: Britain in World War II* is a five-part series which tells the stories of the familiar men and the famous battles of World War II as well as the lesser-known stories of those who stayed at home in Britain to endure the blitz and to enlist in the Home Guard. Some of the titles in this series include "The Phony War," "The Battle of Britain," and "The Tide Turns."

Grand Illusion. Film. Directed by Jean Renoir. France, 1937. Renoir is considered by film critics as the most important director of poetic realism. His style is characterized by humanism, intelligence, and Gallic wit. A classic comment on the fading glory of war, the story unfolds during the Great War and follows two French officers captured by German forces. Interned in a prison camp, the two officers encounter the formidable Von Rauffenstein, an aristocratic career officer played by Erich von Stroheim. The videocassette is beautifully remastered from the black-and-white film, with English subtitles. For purchasing information, contact Facets Video, Chicago, Ill., (800) 331-6197, if the film is unavailable locally.

Gray, Camilla. *The Great Experiment: Russian Art, 1863–1922.* New York: Harry N. Abrams, 1962. The focus of this book is the work and ideas of Russian suprematist and constructivist artists of the late nineteenth and early twentieth century. It culminates in the work of Malevich and Tatlin, with the concept of art as a spiritual activity juxtaposed to those of art as propaganda, art as religion, and art as engineering. Consult libraries for copies.

Islamic Art: The Nasli M. Heeramaneck Collection. Edited by Pratapaditya Pal. Los Angeles: Los Angeles County Museum of Art, 1973. This catalog of the exhibition in Los Angeles contains an excellent introduction to Islamic art through essays by noted scholars on the arts of ceramics, bookmaking, metalwork, textiles, and other arts. Of particular interest is the inclusion of Isnik ceramics of the Ottoman era. Information about reproductions for classroom use may be obtained from the Los Angeles County Museum of Art Gift Shop, (213) 857-6146.

Klüver, Billy, and Julie Martin. *Ki Ki's Paris: Artists and Lovers, 1900–1930.* New York: Harry N. Abrams, 1989. This book captures the life and evolution of the artists' community in Montparnasse from 1880 to 1930. With photographs and snapshots of artists, locales, and events, the mood and ambience of Paris come to life. Klüver and Martin offer an outstanding model for using photographs as primary source material.

Mittler, Gene A. *Art in Focus.* New York: Glencoe, 1994. Chapter 22, "A Time for

Rebels: Art of the Later Nineteenth Century," and Chapter 23, "A New Vision: Art of the Early Twentieth Century," explore the art of the impressionists, including Cezanne, and the development of expressionism through the works of Paula Modersohn-Becker and Kathe Kollwitz.

National Archives Trust Fund. NEPS Department 820, P.O. Box 100793, Atlanta, GA 30384. This firm issues the National Archives Poster and Facsimiles Catalog. Postcards and posters of authentic World War I enlistment ads are available at minimal cost. Although the available examples are from U.S. history, students can examine women's roles in such posters as "Joan of Arc Saved France," "Feminine Patriotism," and "Save the Products of the Land."

National Gallery of Art Extension Services, Washington, DC 20565. The following materials are available under the gallery's free loan program:

- *German Expressionist Prints* (18 slides, audiocassette, and text). Part 1 of this program discusses the work of Ernst Ludwig Kirchner, and Part 2 looks at Erich Heckel and Emil Nolde. These works can provide background on the German arts of the early twentieth century and their reflection of the society.
- *Kazimir Malevich* (20 slides, booklet, and six study prints). This program discusses Malevich's career through its many phases and provides a thorough look at Russia in the early decades of the twentieth century.

Ravel, Maurice. *La Valse.* Orchestral tone poem. Various recordings, artists, and formats. Some music critics see in this work a representation of Europe's collapse under the weight of war: a magnificent series of waltz melodies, symbolizing the warm candlelight of the old culture, rising toward a magnificent climax, which is terminated and shattered by a diabolism which overwhelms it. While Ravel never publicly attached such a specific connotation to his work, its postwar popularity led many listeners to provide such an association. The appeal of Ravel's infectious melodies and dazzling powers of orchestration makes this piece one of the most recorded works of the twentieth century.

SANDAK, 70 Lincoln Street, Boston, MA 02111, (800) 343-2806. The following slide sets are available to provide background and insight into the arts and culture of the era:

- *Nineteenth-Century Russian and European Paintings in Soviet Museums*
- *Impressionism and Postimpressionism*
- *Picasso and Braque: Pioneering Cubism*
- *Revolution: Russian Avant-Garde, 1912–30*
- *German Expressionism*

Slides may be purchased individually, rather than as a set, and customized sets may also be ordered.

Saroyan, William. *An Armenian Trilogy.* Edited by Dickran Kouymjian. Fresno: California State University Press, 1986. This is a collection of three plays by the famous Armenian-American writer in which he explores his ethnic roots. Central to the plays is the separation of Armenians from their native land. In all the plays, Saroyan depicts Armenian characters engaged in conflicts unique to them.

Sergeant York. Film. Directed by Howard Hawks. United States, 1941. Starring Gary Cooper, this is the true story of Alvin York, who, drafted during World War I, starts out as a deeply religious conscientious objector. He comes to reluctantly conclude that it is sometimes necessary to fight, and he becomes a famous war hero. The biography *Sergeant York: An American Hero,* by David D. Lee (University Press of Kentucky, 1985), distinguishes the simple facts of York's life from the war legends and the details of his postwar life; it is available from libraries. The film is available on video and laser disk (134 minutes) from social studies supply houses.

Sheriff, R. C. *Journey's End.* New York: Samuel French, 1922. The American counterpart to this British play about soldiers serving in the trenches of the western front is Maxwell Anderson and Laurence Stallings's *What Price Glory?* However, in contrast to the American work, *Journey's End* has no offsetting, humorous interludes to lighten the lives of these soldiers. Death is seen as the only possible end to their journey. The play, obtainable through libraries, may be found in the anthology *Sixteen Famous British Plays,* edited by Bennett Cerf and Van Cartmell (*MODERN LIBRARY GIANT*, 1941).

Shorewood Fine Art Reproductions, 27 Glen Road, Sandy Hook, CT 06482, (203) 426-8100. Full-color reproductions, 22" x 28", (55.9 cm x 71.2 cm) mounted on cardboard or unmounted, laminated or unlaminated, are available for the correlated activities for this unit. Among numerous prints complementary to this unit are Ernst Kirchner's *Berlin Street Scene* and Marc Chagall's *The War.*

* Silver, Larry. *Art in History.* New York: Prentice-Hall, 1993. This far-ranging volume traces the development of the visual arts throughout history, from the earliest cave painting to contemporary gallery installations. By focusing on carefully selected major monuments and cultures, the author illuminates the accomplishments of specific cultures at specific historical moments. While the majority of these case studies are of Western origin, the author has skillfully included works and monuments of other cultures in appropriate sections. For instance, the Kei school in medieval Japan and the art of Sung China are included in the chapter dealing with the medieval period; the Aztecs of ancient Mexico and the art of the Ife and Benin cultures are included in the chapter on the Renaissance.

Sporre, Dennis J. *The Creative Impulse: An Introduction to the Arts.* Englewood Cliffs, N.J.: Prentice-Hall, 1990. Chapter 12, "The Age of Industry" and Chapter 13, "The Twentieth Century" provide outstanding discussions of the arts and culture of this era. Chapter 12 discusses the romantic movement as it entered the nineteenth century. Also included is a section on impressionism and postimpressionism as reflections of reaction to the Industrial Revolution. Chapter 13 discusses the development of expressionism and cubism in relationship to the politics and society of the era.

Stavrou, Theofanis George. *Art and Culture in Nineteenth-Century Russia.* Bloomington: Indiana University Press, 1983. This collection of essays explores the relationship of Russian culture to society between 1775 and 1885 and gives an overview of the arts in czarist Russia. The range of topics includes native song, painters' investigations of light, sculpture, architecture, and folk art. A comparison of these works to those created during the Stalinist era gives students a foundation for understanding the changing politics and culture of the era.

University Prints, 21 East Street, P.O. Box 485, Winchester, MA 01890. This company offers 5 1/2" x 8" (14 cm x 20.3 cm) fully captioned prints that may be ordered in loose-leaf or custom-bound study sets for students. Numerous artworks are available, including the Ottoman works listed in Figure V-3.

World War I. AMERICAN HERITAGE MEDIA COLLECTION, n. d. VHS video from filmstrips. Eyewitness drawings and paintings, battlefield photographs, posters, and cartoons of the time are combined with excerpts from speeches, poems, and letters home to reveal the scope of the conflict. Available from social studies supply houses.

World War I. WESTERN MAN AND THE MODERN WORLD VIDEOS series, n. d. Photographs, battlefield sketches, and poetry make up this collection of at-the-front impressions. The human cost resulting from the massed machine guns, relentless bombardment, aircraft and tank attacks, and poison gas are depicted with stark reality. This video is available from social studies supply houses.

Character Sketches for Speeches

The following vignettes are intended to accompany the "Alternate Strategy" for this unit. As prompts for students' research, they should serve only as springboards for more detailed work by student presenters. In fact, students should be able to support or negate specifics of these sketches after researching their assigned characters.

The Peasant and the Industrial Worker

This group makes up approximately 98 percent of the population of Russia and is in dire poverty. Bread is scarce, but the czar and his court are dining on caviar and pheasant. It used to be that the czars were good rulers, but Nicholas II has proved to be an enemy of the people. Many times you have asked him to institute reforms which would bring you more food, but he reacted with violence, such as the massacre of "bloody Sunday," when 300 innocent peasants were killed by the czar's guards. Father Gapon is the man who seems to be the most concerned with the plight of the poor in Russia, for he was the leader of the massacred group. He is a holy man of God. Because the peasants are a very religious group, Father Gapon is surely to be trusted.

On the other hand, the czar is their enemy (in spite of the fact that you considered him to be *batiushka*, or father of all the people of Russia). You resent Rasputin, because he was once a peasant, but now he lives in the rich court of the empress and has forgotten the common people of Russia. Another of your enemies is General Kornilov, who, as the leader of the army, has sent many of your brothers to death in the senseless war with Germany and Austria. You do not fully understand why the war is being fought and especially resent the compulsory draft which forces you to go into the army.

The only member of the czarist group whom you might trust is Prime Minister Stolypin, who has given you the chance to own your own land. But you are uneducated and have very little money even to pay the small price to own your own plot of land. Nothing really has changed.

You like some of the things the Bolsheviks say about making you really free and equal, instead of subjects of the autocratic czar. But Lenin is ruthless and could turn against you if he felt like it. You have nothing to lose in this revolution. Nothing could be worse than how you are living today. Down with the czar!

Points to remember:

1. You used to really care for the czar but now only wish him to be dead.
2. The war has made your life miserable. You want out.
3. You want land, peace, and food and don't really care who gives it to you as long as you get it.
4. You don't really know whom to trust.

Father George Gapon

You, Father Gapon, are a man of God. You believe that God would not send such a man as Nicholas to rule the Russian people because Nicholas is a bad czar. Instead, God has sent you to help the people gain the rights and food that they deserve. You have a deep hatred of Nicholas, whom you nicknamed "Bloody Nicholas." You are the man who once led a group of demonstrating peasants to petition the czar to institute reforms, and in return 300 innocent people were killed by the czar's guards. This incident has become known as "bloody Sunday." You are also offended by the presence of Rasputin in the government. He claims he is a "holy man," but you see that he is a fraud, out only for his own personal gain. He is a disgrace to all priests and churchmen of Russia. You also see the fraud in the promises of Lenin and Trotsky. They are enemies of Russia. You are a man of peace and feel that the war is immoral and that Russia must withdraw from war with Germany. Russia needs a kind but strong ruler to lead her, but more important the masses of peasants need bread. This is your major concern.

Points to remember:

1. The czar fails to listen to the real needs of the peasants. He thinks they need to fight harder for the glory of Russia when they really need food for their empty stomachs.
2. Rasputin is a disgrace to Russia and Christianity. He is a drunkard and not a holy man at all. He is just an example of how corrupt the czar's government is.
3. Nicholas is a murderer and unfit to rule; the events of "bloody Sunday" bear this out. Be sure the people never forget this massacre.
4. You call for an immediate end to the war with Germany and an all-out effort by the czar to supply the people with the food they are entitled to. If this cannot be done, you cannot be responsible for what the people do.
5. The people of Russia must not be misled by men like Lenin. He is an admitted atheist and anybody who does not believe in God cannot be a friend of Russia.

General L. G. Kornilov

You, General Kornilov, have been a military man all your life. You are a veteran of a war with Japan and now with Germany. It is your opinion that Russia, which seems to have so many enemies bent on its destruction, can be ruled only by a strong man with a military mind. You are that man. Although you have supported in the past both the Social Democrat Alexander Kerensky and the Cadets or Constitutional Democrats under Paul Miliukov, you are secretly plotting to take over the government when the czar is finally defeated. You are particularly repulsed by Rasputin, whose scandalous behavior is ruining Russia. But, more importantly, you are upset with the way Nicholas is running the war. You feel you are supported by the army and are ready to make your move to take over the government under a military dictatorship. Now is the time.

Points to remember:

1. The time has come for responsible people to act (and obviously you are the only responsible person to do the job). Alexander Kerensky cannot be trusted because he is an ambitious politician out to gain political power at the expense of the Russian people.
2. Alexandra and Rasputin, who are rumored "to be carrying on," are to be immediately arrested. The czar must abdicate (give up) his throne.
3. The people of Russia should not trust the Bolsheviks. They are murderers and ruffians.
4. You are really concerned over the way Nicholas runs his war. His inefficiency was the reason Russia was so easily upset and defeated in 1905 and is losing the war to the Germans today. You are ready to take command of the army and lead it to victory.
5. The people of Russia should not listen to the revolutionary leaders. They are the enemies of Russia. Also, the peasants and workers should not get their hopes up for a constitution as the "Cadets" have promised. Peasants and workers are not equipped to rule themselves because they are uneducated and do not know what is best for them.
6. You are attempting to overthrow the government, put down the other groups, and tell everyone how great you are. You are a very proud and conceited man.

Paul Miliukov

You, Paul Miliukov, are the foremost leader of the Constitutional Democrats, also known as the Cadets. Your party, which is very strong and has many members in the Duma, feels that the one thing which can save Russia from complete collapse is a constitution which will guarantee the rights of all Russians, whether they be noble or peasant. You realize that Nicholas is an inept and incompetent man. But you fear, even more than the czar, the menace of men like Lenin and Trotsky. You can see through the Bolshevik propaganda which promises the working classes of Russia freedom and land. You know that the terror which the Communists have used against the czar will someday be turned against anyone who does not follow the dictates of a government led by Lenin. The Bolsheviks will destroy freedom in Russia. For this reason you are not violently opposed to having a constitutional czar. Your program would be to have a better czar than Nicholas. Duma would help this new czar rule, approve laws, and produce a written constitution, to ensure that every citizen is protected from injustice. As far as the war with Germany is concerned, you are convinced that if the czar were to step down and more-qualified generals, such as Kornilov, were allowed to command, Russia would dispose of the hated Germans in time.

Points to remember:

1. What Russia needs is a constitution modeled along the lines of the one used in the United States, or a constitutional monarchy as in Great Britain.
2. You are constantly trying to get Nicholas to do the best for Russia—to step down and allow a more popular and more efficient member of the nobility (such as his brother Grand Duke Michael) to assume the role of czar.
3. You hate the Bolsheviks. They are the real enemies of Russia. Anyone who incites riots cannot govern a nation justly.
4. You believe that Russia need not go through a bloody revolution to bring about change for the good. If all men keep their wits and avoid bloodshed, Russia will once again be a great nation.
5. General Kornilov should be given command of the Russian army to bring swift victory to the fatherland.

Michael Rodzianko

You, Michael Rodzianko, are a former president of the Duma and a close friend of Alexander Kerensky. As a Social Democrat you agree with Kerensky on most issues, especially that Nicholas is an incompetent czar. Ever since he left the government in the hands of his wife, Alexandra, and the hated Rasputin, you have become more and more convinced that only Kerensky can successfully lead the revolution. You see all other groups as unable to be effective leaders and fill the needs of the Russian people. The Bolsheviks cannot be trusted because of their indiscriminate use of violence and murder. Lenin repulses you. The Cadets are too wishy-washy as far as you are concerned because they do not feel that the czardom should be overthrown. But, most of all, you cannot stand the czarina and her friend Rasputin. Your hatred of Rasputin has led you to become involved in a plot to kill him in order to save Russia from disaster. As far as you are concerned, it was an act of treason for the czar to leave his government in the hands of the immoral, evil Rasputin. You honestly believe that Rasputin, the czar, and the czarina must be eliminated and Kerensky installed as prime minister to lead Russia to glorious victory in World War I.

Points to remember:

1. Czarism in Russia is no longer an efficient government. Nicholas must be forced to abdicate the throne.
2. The war against the Germans must be carried on to victory with the peoples' hero, Alexander Kerensky, guiding Russia.
3. Russia is losing a war not because her armies are inferior to those of Germany but because the Empress Alexandra, who originally was a German princess, has been operating as a spy and giving important information to Kaiser Wilhelm.
4. Russia is being ruled by the lecherous monk, Rasputin, who carries on in a manner immoral and unsuited for any human being. While he carries on with the women of Petrograd, he hypnotizes the czarina into making stupid decisions. He is like a cancer in the government. If he does not relinquish his power over Russia, he will surely be assassinated by some patriot.

Alexander Kerensky

You, Alexander Kerensky, are leader of the Social Democrats and president of the Imperial Duma. You have no real hatred for Nicholas II as a person, but the corrupt and inefficient government which he runs will send Russia to its doom. You recognize that Nicholas is a bad and inept czar. He must be replaced by a more progressive man who will listen to the voice of the people. You are that man. In your opinion, the czar is doing a terrible job of running the war against Germany. You feel that the war should not be stopped as Lenin and the Bolsheviks would have it, but the Russian people should rally around you in an all-out effort to show the doubting world that Russia is a great military power. The Duma, or legislative assembly, is the best way to make sure no man gains too much power in the Russian government. Along with the Duma the people of Russia should be allowed to elect their leaders by a secret ballot. You are a fervent patriot and believe that you can save Russia from the corrupt regime of Nicholas II. The only way to do that is by revolution.

Points to remember:

1. You believe that the czar is corrupt. Twice he has established a Duma and both times he has turned his back on the people of Russia by dissolving it.
2. You feel that you represent the voice of the peasants and workers of Russia. The Bolsheviks offer nothing but empty promises, but you offer open and free democratic elections and a voice in the government.
3. The Germans are enemies of Russia and must be defeated. You call for the people to overthrow Nicholas, rally behind you, and defeat the Germans "in defense of holy Russia."
4. You are a very effective speaker. You are emotional and believe in yourself so much that it is obvious that you feel it is your mission to save Russia from the czar and also from the Bolsheviks.
5. The government under Alexandra has completely fallen apart. She dismisses good ministers and appoints idiots. Only revolution led by Alexander Kerensky can save Russia now.

Leon Trotsky

Although born to rich parents, you have nevertheless been an ardent revolutionary since early adulthood. You have been mistreated by the czar for years, and twice you have been arrested and exiled to Siberia for revolutionary activities. The czar has thus forced you to leave your beloved Russia in fear for your life. You hate the czar more than any other man on earth. You should work very closely with Lenin, for you not only agree that Russia should be taken over by the Bolsheviks but also believe Lenin, your idol, is a hero who will lead Russia in its struggle against the czar. You particularly are against the war with Germany, in which millions of peasant lives are being sacrificed for the sake of the czar's honor. The reason so many people are without bread is that the government is wasting money on the war. Peter Stolypin, the late prime minister, was also your bitter enemy. He ruthlessly executed some of your best terrorists, who were essential to the success of your revolution.

Points you should bring out in your speech:

1. You should berate the czar and Stolypin, who are enemies of the common man in Russia, and call them all kinds of names. The czar must be eliminated; Stolypin was assassinated in 1911 but is still hated because he tried to blunt the appeal of revolutionaries by pushing for reform.
2. Lenin is the hero of the workers and peasants of Russia. You should spend a good deal of time telling the masses that Lenin is the man to lead them against the czar and form the communist society in which all men are equal.
3. The people of Russia should lay down their arms against their German brothers and use them instead against the czar in their fight for "Bread, Land, and Freedom."
4. The government is corrupt. It overspends on war and big palaces and parties while the peasants and workers are starving.
5. You should make a general call for the factory workers to strike, the peasants to riot, and the soldiers to mutiny against the czar. You, Trotsky, will lead the greater army against the evil Russian government.

Vladimir Lenin

When you were just thirteen, Czar Alexander III hanged your older brother because he was accused of plotting a revolution. Ever since then you have dedicated your life to the destruction of czarism and Nicholas II. You have been greatly influenced by the ideas of Karl Marx, who called for the complete destruction of czarism and the rich and moneyed class of people. You are convinced that the only way the czar can be defeated is by violent revolution, so for years while in exile in Switzerland you have been trying to direct terrorism and strikes against the government of Russia. As leader of the Bolsheviks you have worked closely with your friend Trotsky to organize the workers of Russia to overthrow the czar's regime. You will take any means to do so. You have promised the peasants and workers of Russia that Russia will belong to them when the Bolsheviks come to power. Only when the people work together will there be enough food to go around. You have a particular hatred of former Prime Minister Stolypin, who executed many of your best men and tried halfway reforms. Although you do not like Alexander Kerensky, you realize that his more moderate position might appeal to the peasants, so as a last effort you might urge the people to follow him. You can take over the government afterwards.

Points to remember:

1. You believe the czar has to go. He has lived richly at the expense of the poor people too long.
2. Stolypin was a man to be hated and mistrusted. His plan to give land to the peasants was a fraud and a tool just to keep the people from stirring up any trouble. He executed many innocent people with the use of "Stolypin's necktie," the hangman's noose.
3. You promise the people of Russia a society in which all men are equal as they should be. Those born into rich families will not be given special privileges.
4. Russia must stop fighting this immoral war against Germany. Wars are started by generals and czars, but it is the workers and peasants who fight and die in them. The German soldiers are brothers of the Russian soldiers because they are workers and peasants too. The guns that are killing Germans should be turned against the czar in violent revolution.
5. You are a great name-caller and call Stolypin and Nicholas every name you can in order to stir up hatred against them.

Gregory Rasputin

You are the mad monk of Russia. You were born and have lived the life of a peasant. Through the years, you have become famous for your alleged miracles and mystic behavior. You feel you are the only one who can save the czar's son, who is suffering from hemophilia (bleeding disease). You are invited to the palace, and your presence seems to aid in the healing of the czarovitch. The czarina, at least, is convinced that you have saved her son by your holy powers. Your lust for wanton women and your drunkenness have given you a bad reputation, and the peasants of Russia feel that it is you who has hypnotized the czarina into leading Russia to her downfall. Many want you dead!

Points to remember:

1. You must convince the Duma that you are a man of God, helping those who believe in your mystical powers.
2. You speak in favor of Alexandra. You would never violate her or Mother Russia.
3. You try to convince the Duma that you alone have powers to make Russia prosperous.
4. Do not talk about the hemophilia case unless you have no other choice. Be sure to save your own neck.

5. Condemn the czar's other advisers and friends.
6. Condemn the Bolsheviks. They are nothing but a group of bullies and murderers. They will never bring peace to Russia!
7. Condemn the democratic politicians.
8. Act up your role. Learn as much about Rasputin as you can. Play the part of the "mad monk," and be as convincing as possible.

Czar Nicholas II

You, Nicholas II, are a member of the family which has ruled Russia for the past 300 years. You are a very proud man and have a deep love and respect for Russia and its people. But, above that, you feel that the only system of government which will work is that of autocracy, with the czar as the head of the government making all the important decisions. You are very conscious of Russia's reputation in the eyes of other European nations, especially Britain and France, your allies. For this reason success in World War I against Germany must be gained at any price or cost. Although you do not like Rasputin personally, you feel that he has great wisdom and might be able to help your wife run the government. You honestly fear that such men as Kerensky and Lenin, who are trying to start a revolution, are enemies of Russia. If you had your way, you would exile them to Siberia and restore the Russian people's faith in the tradition of czarist rule.

Points to remember:

1. You believe you really have the interests of the peasants in mind.
2. It is the revolutionaries who are trying to stir up trouble and are keeping you from starting programs to better the lives of the peasants.
3. If the Duma does not quit speaking out against the government and tearing the nation apart, you will simply dissolve it.
4. Although food is scarce in Russia, it is necessary that the people make sacrifices for the military effort against the Germans. Only when every Russian takes full part in the war effort will everyone prosper.
5. Alexander Kerensky, Vladimir Lenin, and Leon Trotsky are men not to be trusted. They are out to rule Russia for their own personal gain. Lenin and Trotsky, in fact, are traitors and criminals who have been hiding in Switzerland and the United States, waiting for the right time to seize power.
6. Under no circumstances will you allow the government to fall from your hands. The people must trust you.

7. You would ask the people to follow the government headed by your wife, Alexandra, while you are leading the valiant troops against the Germans to victory. God save Russia.

Czarina Alexandra Fedorovna

You, Alexandra, Empress of Russia, cannot understand why the people have turned against your husband, Nicholas. He has not been a harsh czar. His reign has been burdened by many hardships and personal tragedies, especially the incurable disease of your son Alexis, heir to the throne, who has hemophilia. Although this has been a great strain on you, you are determined not to show it or to tell the Russian people of your son's disease. You feel that your husband has been surrounded by traitors such as Kerensky, Lenin, and Rodzianko. Rodzianko is especially repulsive to you since you know that he is involved in a plot to kill your friend and savior of your son, Rasputin. Rasputin is the only man that can be trusted to help your husband save Russia from the likes of Lenin. Whatever Rasputin says, you will faithfully obey, for he has successfully foretold the future and has Russia's best interests in mind. Although you are not really suited to run the government in Nicholas's absence, you feel that you can answer the challenge with the help of Rasputin. If only Peter Stolypin, your trusted prime minister, were alive as well.

Points to remember:

1. You believe that the people of Russia should be loyal to Nicholas in these trying times.
2. The war effort against Germany should be increased until victory is attained. To desert now would be to bring shame upon Russia in the eyes of the world, especially your allies, Britain and France.
3. You think Kerensky is a self-speaking, ambitious, power-hungry idiot; you think that Lenin promises the workers and peasants a better life but has no practical way to give it to them; you believe that Rodzianko, an assassin and traitor, is out to destroy Russia by murdering the man of God, Rasputin.
4. You trust in Rasputin. He is good and righteous and knows what is best for Russia.
5. You trust in the czar's ministers, who are friends of the peasants and have done so much for them.
6. Most of all, you trust in God. He will deliver Russia from her enemies, both external and internal. God save holy Russia.

Prime Minister Peter Stolypin
(Assassinated in 1911, Stolypin will speak out from the grave.)

You, Peter Stolypin, have been appointed prime minister of Russia. Your faith and allegiance belong to Czar Nicholas. Absolutely nothing could shake your trust in him, and you strongly believe that every Russian should have the same attitude. You are particularly repulsed by the terrorists and revolutionaries, such as Lenin and Trotsky, who order wholesale assassinations of government officials and policemen who are loyal to the czar. You have a reputation for dealing with those cheap punks severely. Although you have executed many revolutionaries, you feel that peasants should get a fair shake in life, so you and Nicholas have instituted some plans in favor of the peasants. You have allowed peasants, if they wish, to claim a small portion of the land they are working on as their own. This system, in your opinion, is much more efficient than the old communal (sharing of land) system set up by Nicholas' grandfather, Alexander II. You are a very stern man and aim to deal harshly with any more uprisings by the Bolsheviks. But, you are also a firm believer in avoiding violence whenever possible and are willing to listen to anyone who is a true representative of the peasants.

Points you should bring out in your speech:

1. Strict allegiance to the czar is the only rational way Russia will survive these troubled times. The people must trust their beloved Nicholas!
2. Under no circumstances will you allow terrorists to go unpunished.
3. Lenin and Trotsky are bullies and murderers. They order assassinations which indiscriminately harm innocent people. They even tried to kill you, but instead their bombs seriously injured your young son and daughter. Only butchers would do this, not good men of Russia.
4. The peasants of Russia should trust in you because for the first time in history they are getting the chance to own and work their own plots of land. You promise to open four million acres of government land for sale to peasants for a small price.
5. You are not a violent and evil man as the Bolsheviks claim. You will retaliate with violence only when violence is used against Nicholas and Alexandra and their government.

Appendix V-2

Geographic Background and Concepts: World War I

The events covered in this unit—World War I, the Russian Revolution, and the rise of totalitarianism—are closely intertwined with the political geography of Europe during this period. European political geography was an underlying cause of many of these events, and the outcome of these events, in turn, reshaped not only the political map of Europe but the twentieth-century political history of the entire world. An examination of the political geography of Europe at this time will help the student to better understand the historical events covered in the unit and to become familiar with some basic concepts of political geography.

To fully understand the historical events of this period, it is important to recognize that the political landscape of Europe had become increasingly unstable in the decades preceding World War I. This can be attributed, in part, to the poorly located political boundaries that existed throughout much of the region. An important source of unrest stemmed from the fact that political boundaries frequently failed to take into account the region's preexisting national, or ethnic, boundaries. This was particularly so in the case of the Russian and Austro-Hungarian empires, which dominated much of eastern and central Europe at the time. Both empires contained different national groups, many of which were originally brought into these empires through military conquest. By the beginning of the twentieth century, a growing sense of national identity was pervading many of these groups, often leading to political unrest and, in some areas, agitation for national autonomy. This was the case in parts of the Austro-Hungarian Empire, such as Serbia, where pan-Slavic nationalism was particularly strong. It is important to remember that the triggering event of World War I, the assassination of the Archduke Ferdinand, was the result of nationalist tensions.

At the end of World War I, the political map of Europe changed dramatically, as the old defeated empires disintegrated and new independent states were created (see Maps V-1 and V-2). These changes were the result of many factors, including the inability of weakened and defeated powers such as Germany, Austro-Hungary, and Russia to hold on to many of their former territories and the territorial claims of victorious powers such as France and Italy. In many areas, however, boundary changes occurred as formerly subjugated national groups acquired political autonomy. Woodrow Wilson played an important role in bringing these changes about, since the concept of national self-determination was a key element of his Fourteen-Point Peace Plan and later became one of the founding principles of the League of Nations. Some of the most dramatic changes of the period were the resurrection of Poland out of parts of the former German, Austro-Hungarian, and Russian Empires; the formation of the new states of Czechoslovakia and Yugoslavia out of territories once part of the Austro-Hungarian Empire; and the establishment of the new states of Finland, Estonia, Latvia, and Lithuania in lands once under Russian control (see Map V-2). In these cases, political boundaries superimposed by the former imperial powers were replaced by boundaries that attempted to more accurately reflect traditional cultural and ethnic patterns. Such political boundaries are referred to as *consequent* or *ethnographic* boundaries.

Although the new political boundaries were more in line with existing national and ethnic territorial boundaries, they did not result in increased political stability. What stability there was frequently proved more apparent than real, and unrest continued to characterize much of Eastern and Central Europe from the end of World War I until the onset of World War II. Reasons for this include:

(1) The creation of a number of new states along national lines after World War I was not sufficient to eliminate ethnic and national unrest. The ethnic map of eastern and central Europe was (and remains) too complex to address all claims to national autonomy. As a result, many of the same problems that were found in the region in the days of the Austro-Hungarian and Russian Empires still remained.

(2) On several occasions, states attempted to reclaim former territories that had gained their independence following the end of World War I. In 1920–1921, the newly formed Soviet Union successfully regained control over Georgia, Azerbaijan, the Baltic states, and the Ukraine, all of which had briefly achieved independence from the former Russian Empire.

(3) The boundary settlements at the end of World War I left large numbers of people as minorities in states dominated by other nationalities. Although their rights were supposedly protected under the minority clauses of the various treaties, this outcome nonetheless resulted in a major movement of refugees fleeing alien rule. In later

years, these numbers were added to by refugees fleeing Bolshevism, Fascism, and Nazism (see Map V-3).

(4) The new boundaries and population movements of the post–World War I period often left ethnic minorities divided among several states. This encouraged some countries to practice *irredentism,* the attempt to gain control over areas outside their own borders that were populated by large numbers of their own national group, such as the Germans in Czechoslovakia. This policy often exacerbated political tensions between neighboring states.

Finally, it is important to note that many of the problems of political geography that troubled the region in the first half of the twentieth century remain unresolved today. The issue of mismatched political and ethnic boundaries still persists in Eastern and Central Europe and is a major cause of the political turmoil that has plagued the region since the end of the cold war. One result has been increased political devolution, the breakup of larger states into a number of smaller independent states. In some cases, this has occurred peacefully, such as the 1992 breakup of Czechoslovakia into two new independent states, the Czech Republic and Slovenia. In others, the process has been a violent one, as can be seen in the case of the civil war that has broken out largely along ethnic lines in the former Yugoslavia.

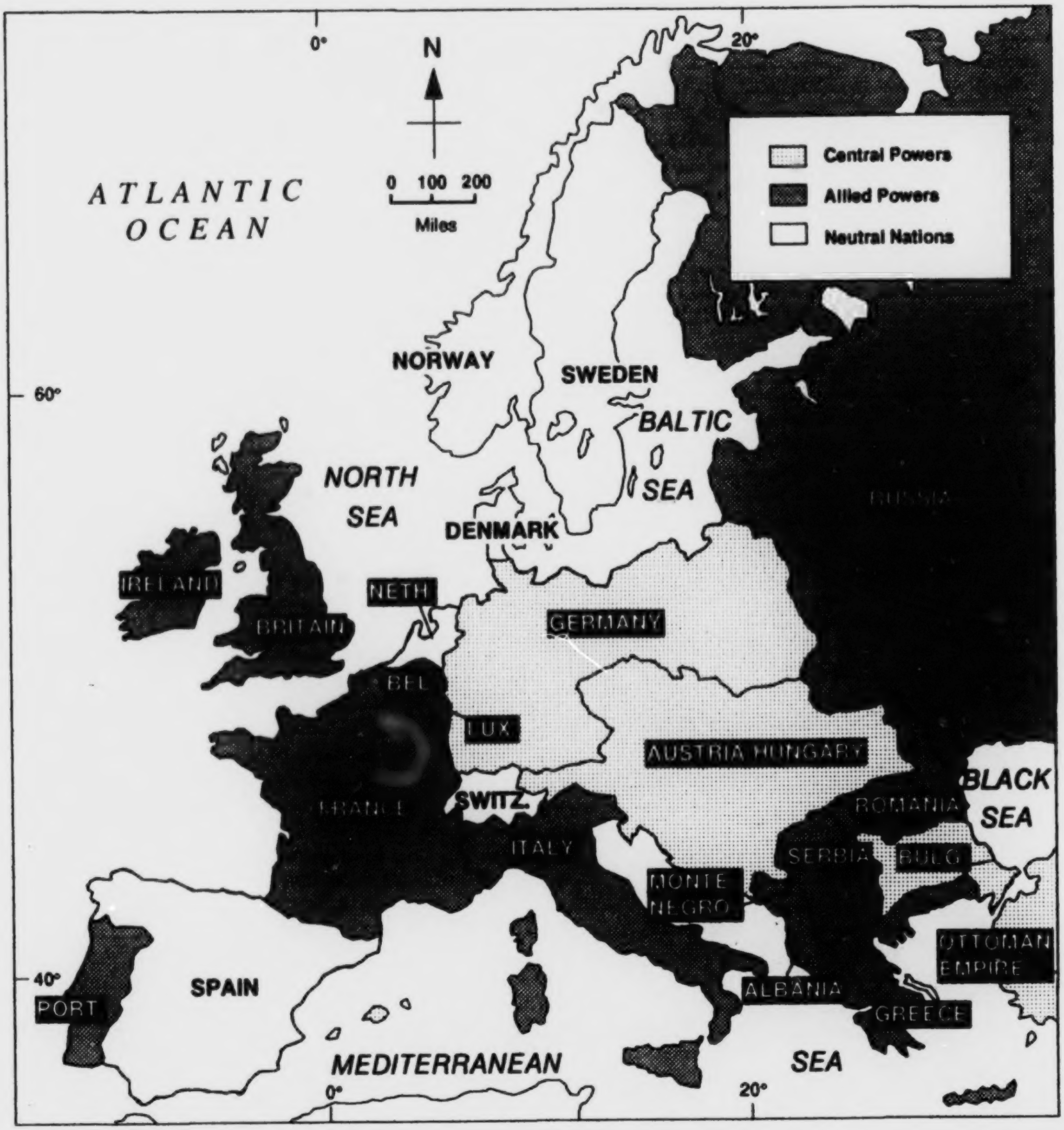
Concepts

1. *Empire*—A political entity in which a centralized authority exercises political control over a large territory containing peoples of diverse national backgrounds. Frequently these different nationalities were brought under imperial control involuntarily through military conquest or colonialism.
2. *Irredentism*—The drive to recover territory inhabited by people culturally or historically related to one's nation but living outside one's borders. Irredentism often serves as an excuse for one state to expand its boundaries, frequently by force, at the expense of its neighbors. A classic example is Hitler's 1938 annexation of the Sudetenland in northwestern Czechoslovakia because there were a large number of German nationals living in the region.
3. *Nation* and *Nationalism*—In common usage, the term *nation* is often taken to be synonymous with a political unit such as a country or state. In political geography, however, the term has a much more specific meaning, referring to any large group of people that share a sense of common identity. This

sense of identity may stem from a shared language, religion, culture, or a common historical experience. Examples of national groups include Italians, Arabs, Americans, Chinese, and Basques (of northern Spain). While some nations correspond to political units, such as France and Japan, others do not, such as the Kurds of Iraq and the French-speaking citizens of Quebec, Canada, the "Quebecois." *Nationalism* means loyalty to a national group or national identity.

4. *National (or ethnic) separatism*—This is the drive by a national or ethnic minority within a state to achieve political and territorial autonomy. Contemporary examples are the Basque separatist movement in Spain and the Quebec separatist movement in Canada.
5. *Boundaries*—A political boundary, the imaginary line separating one political territory from another, is only one type of boundary. Landforms, bodies of water, and other natural features also create boundaries between land areas. In Europe and the Americas, for example, political boundaries often have little correlation to physical boundaries.
6. *Political evolution* and *Political devolution*—Political evolution occurs when two or more independent states give up their sovereignty and join together to form a larger sovereign state. This is the process that occurred when the original 13 colonies joined together to form the United States after gaining independence from Great Britain. Political devolution occurs when a single state breaks up into two or more sovereign states. A recent example of this was the breakup of the Soviet Union into smaller, independent states.
7. *State* and *Nation-state*—The term *state* refers to any territory under unified political control. In some cases, states may be subordinate to a federal government, as is the case in the United States, Mexico, and Brazil. The term most commonly is used, however, to refer to sovereign political entities, the equivalent of what is often simply referred to as a country. Examples of this are Switzerland, Canada, and Egypt. A nation-state is a state whose boundaries more or less coincide with national boundaries—that is, a country whose citizens all share a sense of common identity and unity. Examples of nation-states include France and Japan. Not all states are nation-states, since their territories may encompass two or more distinct national groups. Examples of states that are not nation-states include Canada (English speakers and French speakers) and India (numerous religious and ethnic divisions).

Map V-1


ATLANTIC OCEAN
0°
20°
N
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Miles
Central Powers
Allied Powers
Neutral Nations
NORWAY
SWEDEN
60°
BALTIC SEA
NORTH SEA
DENMARK
RUSSIA
IRELAND
BRITAIN
NETH.
GERMANY
BEL.
LUX.
AUSTRIA HUNGARY
FRANCE
SWITZ.
ITALY
ROMANIA
BLACK SEA
SERBIA
BULG.
MONTE NEGRO
OTTOMAN EMPIRE
40°
PORT.
SPAIN
ALBANIA
GREECE
MEDITERRANEAN SEA
0°
20°

European Alliance, 1915

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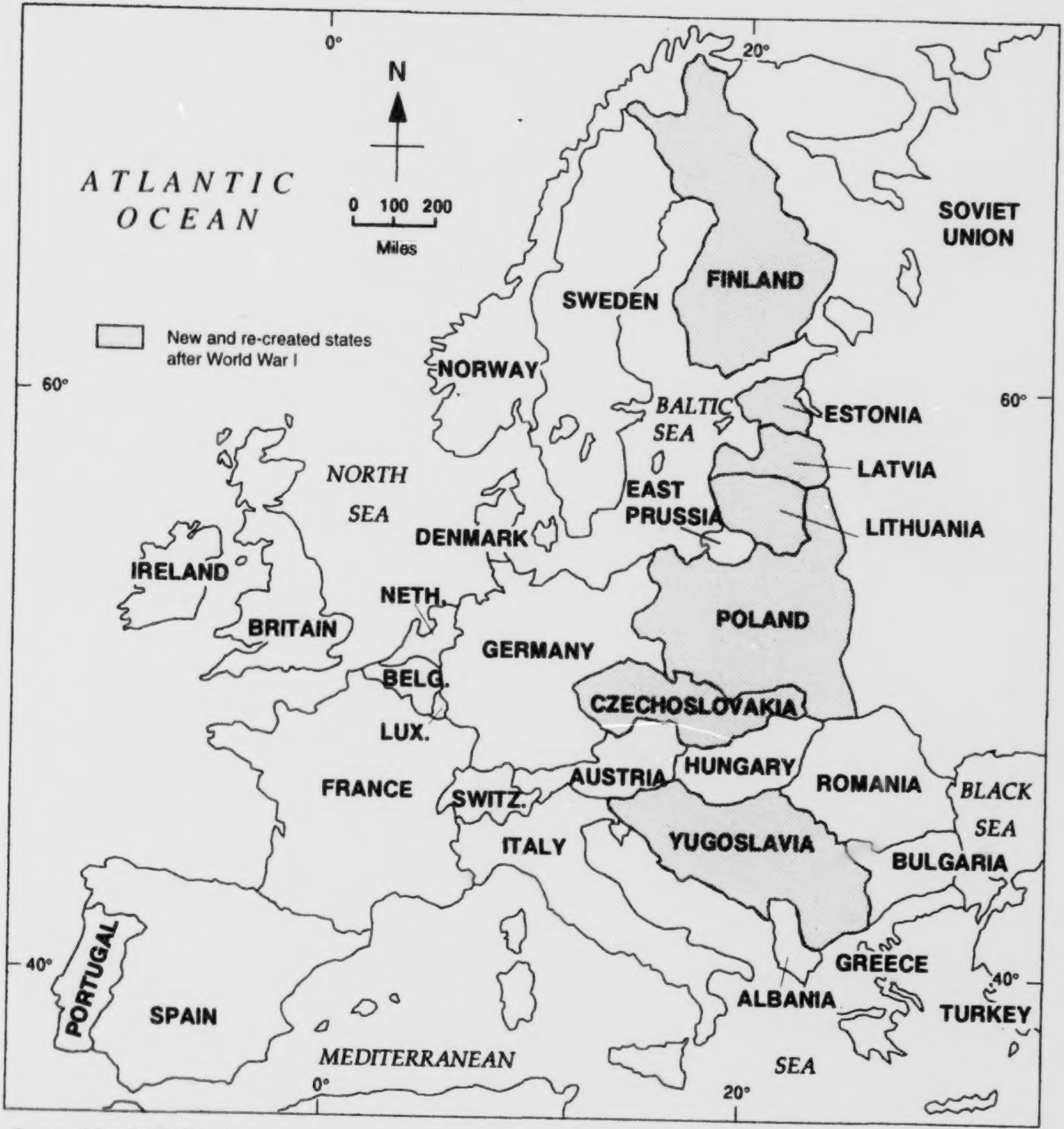
Map V-2



ATLANTIC OCEAN
N
0 100 200
Miles
New and re-created states after World War I
0°
20°
60°
40°
SOVIET UNION
FINLAND
SWEDEN
NORWAY
BALTIC SEA
ESTONIA
LATVIA
LITHUANIA
EAST PRUSSIA
NORTH SEA
DENMARK
IRELAND
BRITAIN
NETH.
BELG.
LUX.
GERMANY
POLAND
CZECHOSLOVAKIA
HUNGARY
ROMANIA
AUSTRIA
SWITZ.
FRANCE
ITALY
YUGOSLAVIA
BULGARIA
BLACK SEA
GREECE
ALBANIA
TURKEY
PORTUGAL
SPAIN
MEDITERRANEAN
SEA

Europe After World War I

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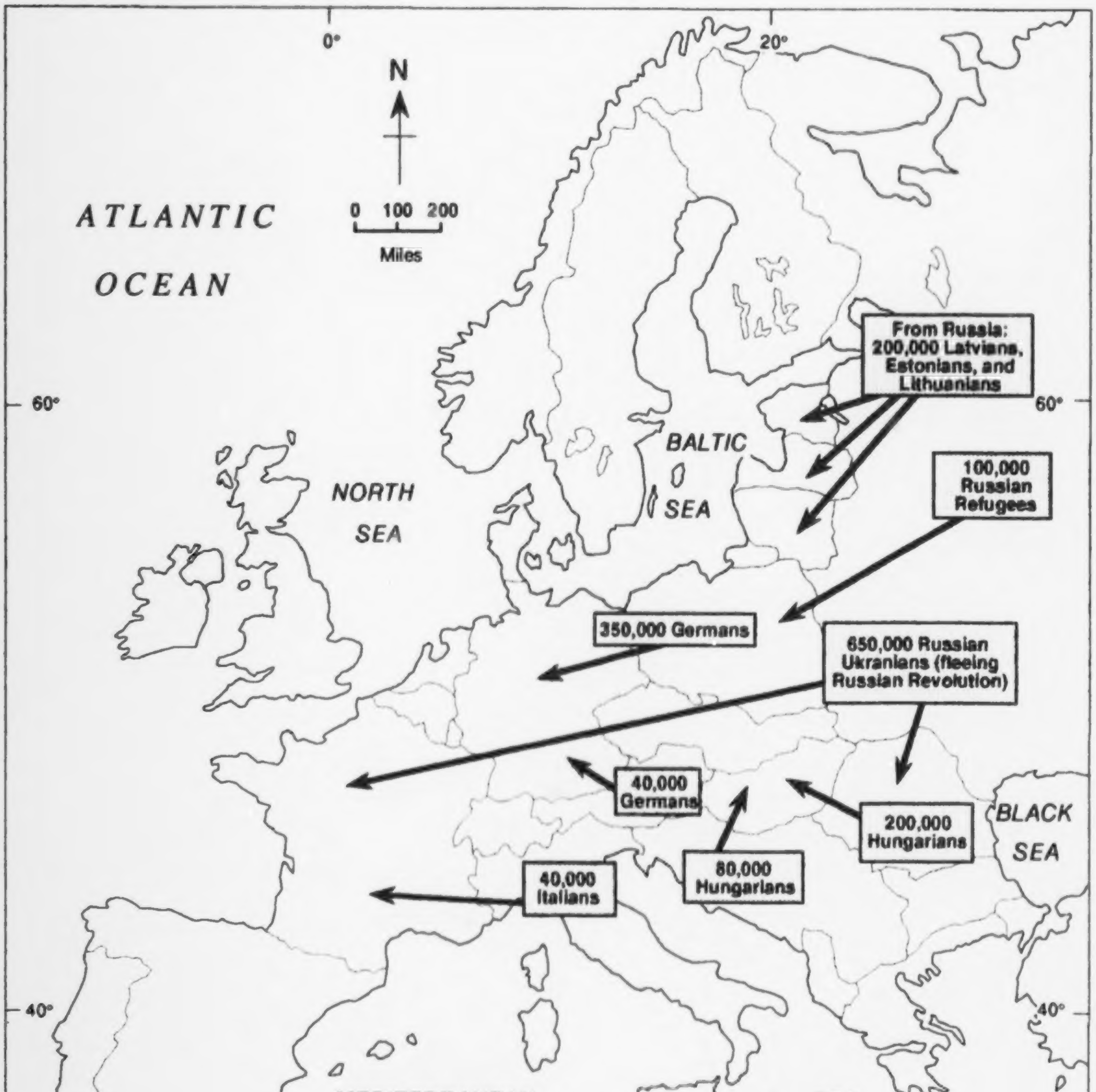
Map V-3


ATLANTIC OCEAN
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BALTIC SEA
BLACK SEA
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Miles
0°
20°
60°
40°

From Russia: 200,000 Latvians, Estonians, and Lithuanians

100,000 Russian Refugees

350,000 Germans

650,000 Russian Ukranians (fleeing Russian Revolution)

40,000 Germans

200,000 Hungarians

80,000 Hungarians

40,000 Italians

Major Population Movements Between World War I and World War II

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Unit VI

Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia

(See page 87–88 of the *History–Social Science Framework*.)

Suggested Time for the Unit: 25 class periods

Topics in the Unit:	**Suggested Time:**
■ Aftermath of the Great War in Germany and Russia	3 class periods
■ Adolph Hitler: his policies, politics, and actions • Politics of cultural despair • The Final Solution and the Holocaust, including suppression of rights and freedoms: *Krystallnacht;* death camps and persecutions • Revolts, e.g. the Warsaw Ghetto uprising, internal oppositions • European Jewish culture	9 class periods
■ The rule of Joseph Stalin • Review of the Russian Revolution:* the roles of Lenin, Trotsky, and Stalin • The meaning of communist ideology: collectivism and Marxism • Violations of human rights: political purges • Ukraine famine and the starvation of millions • Excerpts from Solzhenitsyn's *Gulag Archipelago*	9 class periods

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*Some teachers prefer to cover the Russian Revolution here instead of in Unit V. In this case, the suggested time for instruction may be adjusted accordingly between the units.

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■ Totalitarianism; the importance of a free press, and individual rights, including freedom from fear of reprisal; ethical responsibility of individuals in times of extreme violation (e.g., the Final Solution); the responsibilities of citizens in a democracy regarding the preservation of fundamental rights	4 class periods

Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that writers of the *Course Models* suggest as essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies.

General Resources

Curtis, Michael. *Totalitarianism.* New Brunswick, N.J.: Transaction Books (Rutgers—The State University), 1994. A major work from a foremost political theorist, this book discusses the meaningfulness of the term *totalitarianism* vis-à-vis the systems of the Soviet Union under Stalin, Nazi Germany, and Fascist Italy. It forges a model of totalitarianism, examining basic characteristics of the model in light of its actual operations in different European contexts. Curtis concludes that totalitarianism remains a useful term to distinguish systems of a certain kind from dictatorships, despotism, or traditional authoritarianism. This book is suggested for reading by teachers.

Gagnon, Paul. *Democracy's Untold Story: What World History Textbooks Neglect* (Education for Democracy Project). Washington, D.C.: American Federation of Teachers, 1987. The broad scope of world history topics can present organizational challenges to teachers. What topics do students most need to know if they are to become wise and participating citizens? What are history's high roads and pitfalls that they need to understand? Chapters 7–17 of this handy book help tenth grade teachers to prioritize topics so that students gain vital insights. It is strongly recommended as background reading and as a companion book for teachers. For purchasing information, contact the publisher at (202) 879-4575.

**The God That Failed.* Edited by Richard Crossman. Washington, D.C.: Regnery-Gateway, 1990. The essays in this collection are generally considered the most salient of all the "confessional" works written after the rise of the first communist states and the subsequent disillusionment of many of their former supporters. Essays by Ignazio Silone, André Gide, and Arthur Koesteler are suggested for teachers and students of tenth grade; those by Richard Wright and Stephen Spender are suggested for eleventh grade students.

Golding, William. *Lord of the Flies.* New York: Putnam Publishing Group, 1985. With advancing technology offering the inhabitants of planet Earth limitless methods of improving civilization, Golding pleads caution. He attempts in this novel to provide a large-scale example of how, under certain conditions, civilization could break down. What passes for civilization, he argues, may be a very thin veneer.

Gordon, David. *Resurrecting Marx: The Analytical Marxists on Exploitation, Freedom, and Justice.* New Brunswick, N.J.: Transaction Books (Rutgers—The State University), 1994. The influence of the Analytical Marxists is due in large part to their sophisticated analysis of and attack on capitalism. Their charge that capitalism is inherently exploitative and unjust is the primary subject of Gordon's book. Gordon takes issue with that contention. He argues that the Analytical Marxists' withering criticism of classical Marxism is essentially correct but that they fail to replace it with a superior theoretical edifice. This book is suggested for study by teachers.

Grass, Günter. *The Tin Drum.* Translated by Ralph Manheim. New York: Random House, 1990. This is the story of the rise of Nazism as seen through the eyes of a boy who, through a freak accident, retains the body of a seven-year-old child. He witnesses the Nazi takeover and all of its attendant corruption in his native city of Danzig. He provides the reader with a constant commentary as the Third Reich peaks and is then destroyed by Allied bombing and the Russian juggernaut. It is an allegorical tale of not-so-childlike innocence witnessing and reporting on an evil system.

I Will Not Bow My Head: Documenting Women's Resistance in World History. Edited by Lyn Reese. Berkeley, Calif.: Women in the World Curriculum Resources, 1994. Over 60 primary sources contained in this collection reveal the defiant or resistant voices from diverse historical periods and cultures. Background information, follow-up questions, activity suggestions, and illustrations for classroom use are included in this one-volume collection. Recommended for this unit are "Hitler, Mussolini and Women of the German Nationalist Party vs. Women in the Warsaw Uprising, Spanish Civil War, Italian and German Resistance."

Newlin, Dika. *Bruckner, Mahler, Schoenberg.* New York: W. W. Norton, 1978. This is a fascinating historical and stylistic study of the lives and careers of three Austrian composers. Newlin sets the background of musical tradition in Vienna and then devotes a long section to each composer. The chapter on Arnold Schoenberg (1874–1951) explores his early relationship with Brahms and the subsequent influences of Bruckner and Mahler. There are also discussions of each composer's relationship to society and an exploration of Shoenberg's difficulties with the Nazi government as it came to power.

Schoenberg's works, such as *Pierrot Lunaire,* are good examples of musical expressionism. The book is available from libraries.

Orwell, George. *Homage to Catalonia.* Orlando, Fla.: Harcourt Brace Jovanovich, 1969. The author was in Spain during the 1936–1939 civil war, supporting the republican side. During this period of his life, he gained a hatred of totalitarianism that was to last all of his life. Although at this time a communist, he saw the bloody excesses of both sides during this tragic conflict. This book is a reflection of Orwell's experiences with both fascism and communism. See also Orwell's *1984* and *Animal Farm.*

Pasternak, Boris. *Dr. Zhivago.* New York: Ballantine, 1986. This is a novel of the Russian Revolution of 1917. It is the story of the events leading up to World War I, the revolutions of March and November, foreign intervention, civil war, the struggle for power within the Communist party, and the ultimate rise of the Stalinist brand of totalitarianism. The author experienced much of what he writes about firsthand. The original draft of the novel had to be smuggled out of the Soviet Union.

Weber, Eugen. *Varieties of Fascism: Doctrines of Revolution in the Twentieth Century* (Reprint). *An Anvil Original* series. Louis L. Snyder, general editor. Malabar, Fla.: Robert E. Krieger, 1982. Weber explains the theories, doctrines, ideologies, and goals of fascist, national socialist, communist, and socialist movements and the methods employed to put them into practice in Europe during the years between World War I and World War II. Included in the book are official documents, reports, acts, and speeches.

*Weissman, Benjamin M. *Herbert Hoover and Famine Relief to Soviet Russia, 1921–1923.* Stanford, Calif.: Hoover Institution Press, 1974. Responding to a plea for help from the Soviet government to relieve a devastating famine in Russia in 1921, the private American Relief Administration (ARA), headed by Herbert Hoover, then U.S. Secretary of Commerce, agreed to rescue millions from starvation in stricken areas. Weissman's book considers the relief mission itself, the broader questions of United States–Soviet relations, and the ideological antitheses of Hoover and Lenin. He concludes that both Lenin and Hoover were able to set aside strong differences to relieve the famine.

Adolph Hitler

Black Fox—The Rise and Fall of Hitler. Charleston, W.Va.: Cambridge Social Studies, n.d. Hitler's ambition, passion, demonic will, and millionfold murders are revealed in this program. The documentary studies in depth the circumstances which made Hitler's rise possible. For purchasing information, contact the publisher at (800) 468-4227.

Hess, Hans. *George Grosz.* New York: Macmillan, 1974. This monograph traces the life of this German artist, who was born in 1893, lived in provincial settings in and around Berlin, traveled to Russia and America, and died in 1959. The work of Grosz has come to be closely identified with the pre-Nazi Germany in which he lived—the

Germany he satirized with images of murder, prostitution, and rape. Over 200 drawings and paintings are assembled in this book and provide evidence of the context within which Grosz lived and worked. This book is available through libraries.

Lewis, Beth Irwin. *George Grosz: Art and Politics in the Weimar Republic.* Madison: The University of Wisconsin Press, 1971. The context for Grosz's work is examined by Lewis in an effort to define the relationship between art and politics. Grosz was a consciously political artist who used his art as a weapon to arouse both the class awareness and the revolutionary fervor of the proletariat. His art lashed out at the bureaucrats and officials of the Weimar Republic. Lewis perceptively documents the relationship between art and politics and shows how both found expression in Grosz's drawings. The book is available through libraries.

*Marrin, Albert. *Hitler.* New York: Viking Kestrel, 1987. This is a well-written and complete biography of one of the most ruthless and fascinating men in history. Written specifically for teenage readers, this book includes, according to the publisher, "new insights into [Hitler's] early life and . . . all the drama and devastation of two world wars."

Metcalfe, Philip. *1933.* New York: Harper & Row, 1988. In this lucid narrative, Metcalfe chronicles Hitler's ascendancy to power through the eyes of five distinctive characters who express their views of the times and of the man who came to rule Germany. The author presents historical information in a quasi-novel form that is both absorbing and readable.

Rentschler, Eric. "The Ministry of Illusion," *Film Comment,* Vol. 30 (November/December, 1994), pages 34–42. The Third Reich was a garish combination of dream factory and death factory. Rentschler, who describes Nazi Germany as the first media culture, discusses the importance of cinema to the machinations of Hitler and Goebbels. Therefore, film can be an enlightening primary source for this period. The diving sequence from *Olympia,* the abridged (50-minute) version of *Triumph of the Will,* and such vicious propaganda films as *Jud Süss* and *Hitler Youth Quex* may be balanced with escapist, cinematically noteworthy fare like *Münchhausen* for students interested in this topic. Such films are obtainable from large videotape suppliers such as Facets Video, Chicago, Illinois. Rentschler, a professor of film studies at the University of California, Irvine, is the author of a forthcoming book on German film, to be published by Harvard University Press in 1996.

Reuter, Bjarne. *The Boys from St. Petri.* Translated by Anthea Bell. New York: Dutton Children's Books, 1994. In 1942 a group of young men begins a series of increasingly dangerous protests against the German invaders of their Danish homeland. This novel explores how prejudice and wartime occupation change the lives of ordinary men and women.

Stewart, Gail B. *Hitler's Reich.* San Diego, Calif.: Lucent Books, 1993. Stewart approaches this topic in a new and interesting way. The use of numerous primary source quotations and fascinating facts usually found in adult treatments of the topic will captivate younger readers.

Holocausts and Famines

Ambulans. Videotape, nine minutes. Produced by Janusz Morganstern. Clarksburg, N.J.: Alden Films, 1962. Morganstern reenacts the vicious Nazi practice of disguising a gas chamber van as a Red Cross ambulance (also available on 16-mm film).

Arendt, Hannah. *Eichmann in Jerusalem.* New York: Penguin, 1977 (originally published in 1963). Arendt, one of the greatest twentieth-century thinkers, wrote this engrossing account of the capture and trial of Adolph Eichmann, the leader of the Gestapo troops during World War II, from material she compiled while covering the trial for a major newspaper. Her analysis of the character of Eichmann, whose World War II atrocities she recounts, is perhaps the most brilliant aspect of this book.

The Armenian Genocide. Videocassette, 25 minutes. Thousand Oaks, Calif.: Atlantis Productions, 1991. The film begins by showing current human rights violations and relates them to other atrocities throughout history. It shows how small violations may lead to genocide, i.e., the extermination of a racial, national, ethnic, or religious group through physical destruction, prevention of births, or forcible transfer of children. It also explains historical events leading to the Armenian genocide of 1915–1923, made possible by the lack of human rights and democratic principles in the Ottoman Empire. A teacher's guide is available. For purchasing information, contact Atlantis Productions at 1252 La Granada Drive, Thousand Oaks, CA 91362, (805) 495-2790.

Atkinson, Linda. *In Kindling Flame: The Story of Hannah Senesh, 1921–1944.* New York: Lothrop, Lee and Shephard, 1985. Hannah is a girl growing up in Budapest who is painfully aware of what it means to be a Jew in Europe in the 1930s. The story of her heroism rekindles the spirit to continue the human rights struggle.

Bachner, Rudolph R. *Destination Unknown: A Tale of Survival.* Pittsburgh, Pa.: Dorrance Publishing, 1992. Love faces the ultimate test in a desperate flight for freedom from the madness and destruction wrought by Hitler's Third Reich. Bachner uses the genre of historical fiction to depict this grotesque era. The book is suggested for recreational reading by teachers and students.

Bardakjian, K. B. *Hitler and the Armenian Genocide.* Special Report Number 3. Cambridge, Mass.: The Zoryan Institute, 1985. "Who, after all, speaks today of the annihilation of the Armenians?" Hitler posed this question in a speech to his military commanders in August, 1939, when announcing his immediate plans for Poland. This report is a suitable resource for teachers.

Boas, Jacob. *World War Two and the Holocaust.* San Francisco: Holocaust Center of Northern California, 1989. Boas discusses Germany's role in World War I, its postwar economic crisis, and the collapse of the Weimar Republic. He describes the historical context of Hitler's successful appeal to racism.

Carynnyk, Marco. "The Famine the *Times* Couldn't Find." *Commentary*, November, 1983. The author decries journalists who deliberately misrepresented the nature and extent of the 1933 famine in Ukraine and ignored facts about the Soviet Union. According to the author, when William Randolph Hearst mounted a campaign against Roosevelt's Soviet policy in 1935 and ordered his editors to reprint eyewitness accounts of the famine of 1933, the American Communist party attacked Hearst by citing Soviet apologists' findings that there was no famine anywhere.

Chalk, Frank, and Kurt Jonassohn. *The History and Sociology of Genocide.* New Haven, Conn.: Yale University Press, 1990. The selected analyses and case studies in this book focus on genocide that has taken place during all periods of history in all regions of the world. Case studies in Part II include "The Holocaust," "The Armenians in Turkey," and "Famine in USSR Under Stalin." The particular cases included in the book were chosen to illustrate different types of genocide. Part III contains bibliographical references for each case.

Cohen, Carl. *Communism, Fascism, and Democracy: The Theoretical Foundations.* New York: Random House, 1967. A comprehensive study of the philosophical backgrounds of these three political systems, this book is recommended as a background sourcebook for student research.

Conquest, Robert, and others. *The Man-Made Famine in Ukraine.* Washington D.C.: American Enterprise Institute for Public Policy Research, 1984. "I think there has never been such a decree in all the long history of Russia (Russian Empire), not the czars, nor the Tartars, nor the German occupiers, (that has) ever promulgated such a terrible decree. For the decree required that peasants of Ukraine, the Don, and the Kuban be put to death by starvation, put to death along with their little children."—Vasily Grossman.

Conquest, Robert. *The Great Terror: A Reassessment.* New York: Oxford University Press, 1990. In this revision of the author's 1968 classic work on the Stalinist era, the author draws on source material made available because of glasnost; many of the conclusions drawn in the earlier edition are verified by recently released documents. This is a comprehensive study recommended for serious students.

Conquest, Robert. *The Harvest of Sorrow: Soviet Collectivization and the Terror-Famine.* New York: Oxford University Press, 1987. Another work dealing with some of the human woes during the time of Stalin, this is the tale of the "terror-famine" induced by the forced collectivization of Soviet agriculture and the death of millions of Ukrainian peasants that resulted. "Conquest's rigorous analysis of the statistical evidence and the intricacies of Marxist doctrine does not make for light reading," commented *Newsweek*. "But he has brought together an enormous amount of vivid evidence from firsthand testimonials and novels. And by the time the reader has finished this superb work of history, a famous Russian saying coined in those dark times has taken on a sinister new resonance: Moscow does not believe in tears."

The Courage to Care. Videotape. San Francisco, Calif.: Battat Educational Media Resource Center, 1986. In this video, six Christian rescuers and Jewish survivors recall the courageous acts of compassion which resulted in the survival of Jews in Nazi Europe. For purchasing or rental information, contact the center at (415) 751-6983.

Crisis, Conscience, and Choices: Weimar Germany and the Rise of Hitler. Providence, R.I.: Choices Education Project, Brown University, 1994. The Holocaust and the horrors of World War II cannot be completely understood without an understanding of the collapse of democratic government in Germany during the 1920s. This curricular material includes a variety of primary sources and interactive cooperative group activities that take students through a case study of the Weimar Republic (1919–1933) and its tragic fall. Contact the Watson Institute for International Studies, Brown University, Box 1948, Providence, RI 02912, (401) 863-3155, for purchasing information.

The Crusaders: Holocaust. San Francisco, Calif.: Battat Educational Media Resource Center, 1986. Judy Meisel, a Holocaust survivor, returns to the Stuthof concentration camp to share her experiences with her children and grandchildren. She also discusses the lessons of the Holocaust with a group of American students. For rental or purchasing information, the Center may be reached at (415) 751-6983.

A Day in the Warsaw Ghetto—A Birthday Trip in Hell. Videotape, 30 minutes. Produced by Jack Kuper. New York: Filmmakers Library, 1992. Life and death in the Warsaw ghetto in 1941 are portrayed through photographs and readings of the diary entries of German Sergeant Heinz as he celebrated his birthday by illegally photographing the ghetto's inhabitants.

Dear Kitty. Videotape, 25 minutes. New York: Anne Frank Center, 1987. This videotape realistically portrays wartime life through a combination of archival footage, family photographs, and text from Anne Frank's diary. The gripping narration focuses on events taking place in Germany and later in Holland outside the Frank family's secret annex.

Dolot, Miron. *Execution by Hunger.* Introduction by Adam Ulam. New York: W. W. Norton & Company, 1985. "Ten paces away and our voices cannot be heard. The only one heard is the Kremlin mountaineer, the destroyer of life and the slayer of peasants." This testimony against Stalin for the death of the once peaceful and self-reliant Ukraine cost the Russian poet Mandelstam his life. Within four years, the traditional patterns of village life were destroyed when Stalin and the Communists triumphed over the farmers by collectivizing their farms. The farmers were bound to the collectives as they had been bound as serfs to feudal estates in Imperial Russia before 1861. Famines broke out throughout the Soviet Union, but the author deals exclusively with the famine of 1932–33 in Ukraine.

Dolot, Miron. *Who Killed Them and Why?* Cambridge, Mass.: Harvard University Ukrainian Studies Fund, 1984. As shown in this book, famine was quite deliberately employed as an instrument of Soviet national policy as the last means of breaking the resistance of the peasantry to a new system, one which denied them personal ownership of land and obligated them to work on conditions dictated by the state.

Drucker, Malka, and Michael Halperin. *Jacob's Rescue: A Holocaust Story.* New York: Dell (Bantam Doubleday), 1993. Jacob once lived with his family in a beautiful house in Warsaw, Poland. He went to school and played in the woods with his friends—until the Nazi soldiers came. The Jewish boy escaped through the ghetto wall to meet his new "uncle," a Christian man who risked his and his family's lives to keep Jacob hidden. This book is easy to read.

Father's Return to Auschwitz. Film, 20 minutes. Ivan Horsky Film Productions, 1990. Altschul Group Corporation, 1560 Sherman Avenue, Suite 100, Evanston, IL 60201, (800) 323-9084. In January of 1943, a lawyer-journalist and member of the Czech Resistance, Jaroslav Drabek, was sent to Auschwitz. Forty years later he returned there a free man, but not free

Photographs constitute just one type of primary source evidence of the Nazi Holocaust. In the photograph above, new arrivals to the concentration camp at Bergen-Belsen unknowingly await a tragic fate. **Courtesy of the Library of Congress.**

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from haunting memories. He returned to Auschwitz to remember the Holocaust and to teach his son what happened there. Both Jaroslav and his son narrate this film about a man's poignant return to the past.

Fleming, Gerald. *Hitler and the Final Solution.* Berkeley: University of California Press, 1984. Fleming's excellent research is the basis for this engrossing chronological account of the development and implementation of the Nazi's plan for extermination of the Jews. At the core of his argument is the assertion that Hitler was the master planner of the Final Solution, not just a bystander, as some revisionist historians have argued recently.

Frank, Anne. *The Diary of a Young Girl.* New York: Pocket Books, 1953. Anne's diary was found abandoned on the floor of her family's hiding place in Amsterdam where, for two years, the Franks had lived in fear of discovery by the Nazis. In 1945, three months before she turned sixteen and two months before Holland was liberated by the Allies, Anne died in the concentration camp of Bergen-Belsen.

Frankl, Viktor. *Man's Search for Meaning.* New York: Random House, 1984. Daily deprivations and indignities are clearly described in Frankl's account of his experiences in a concentration camp during World War II. Because the author is a psychiatrist, he probes into why some survived the death camps while others did not.

Friedman, Ina. *The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis.* Boston: Houghton Mifflin, 1990. During World War II, and in the years leading up to the conflict, many groups besides the Jews were persecuted by the Nazis, including the Gypsies, blacks, Slavs, and Christians. This book recounts the amazing stories of 11 people who suffered at the hands of the Nazis, victimized for different ideological and physical reasons.

Gotfryd, Bernard. *Anton the Dove Fancier and Other Tales of the Holocaust.* New York: Pocket Books, 1990. This collection of true stories about a young Polish boy follows his life from World War II to his years spent in captivity at the end of the war. The author's writing is simple yet powerful, and his stories include characters that exhibit compassion and courage in a time of fear.

The Great Famine in Ukraine: The Unknown Holocaust. Edited by Roma Hadzewycz, George B. Zarycky, and Marta Kolomayets. Jersey City, N.J.: The Ukrainian Weekly, 1983. By decree, mass murder took the lives of 7 million Ukrainians between 1932 and 1933. The editors state that in an effort to break the will of Ukrainian peasantry in Soviet-occupied Ukraine and to finance rapid industrialization, the Soviet regime under Stalin ordered the expropriation of all food and grain in the hands of the rural population. The result was starvation during a tragic famine. See also the Dolot entries in this section.

Greenfeld, Howard. *The Hidden Children.* New York: Ticknor and Fields, 1993. Greenfeld writes about "man's inhumanity to man" but also about courage and selflessness. He tells about children hidden in convents and orphanages, in haylofts and underground passages, in attics and basements; to laugh, cry, or speak loudly at the wrong time would endanger their lives. All were robbed of their childhoods.

Harvest of Despair. Videocassette. Toronto, Canada: Ukrainian Famine Research Committee, St. Volodymyr's Institute, n.d. This valuable resource addresses the topic of the government-induced famine in Ukraine during the 1930s and the resultant genocide. One of the chief benefits of the video is its presentation of facts and viewpoints not frequently addressed in other resources intended for high schools. For purchasing information, the producers may be contacted at 620 Spadina Avenue, Toronto, Ontario, M5S 2H4, (416) 923-3318.

Hersey, John. *The Wall.* New York: Alfred A. Knopf, 1950. This is a sterling account of life in the Warsaw Ghetto and of the efforts by its Jewish residents to resist the German goal of destroying them. The story, told through the fictional journal of Noach Levinson, captures the fear of the times, as well as the courage and strength displayed by many of the residents.

The Holocaust. Jackdaw Publications, Box AO3, Amawalk, NY 10501. This portfolio of essays, maps, and facsimile documents, including the minutes of the Wannsee Conference and Einsatzgruppen Reports, traces the history of cultural and religious prejudice to its modern, fatal culmination in the Final Solution of the Jewish question. Order #G81S from Jackdaw Publications, (914) 962-6911.

Holocaust and Human Behavior. Brookline, Mass.: Facing History and Ourselves National Foundation, n.d. (617) 232-1595. Both primary sources and secondary commentary give clear examples of abuses of power, violations of human rights, and unthinking obedience to authority. The book traces the roots of prejudice and discrimination in our own lives and then extensively investigates the history of Nazi Germany. An examination of the Armenian genocide illustrates the power of avoidance and denial. The final chapter explores ways that positive participation in a democracy can make a difference in achieving a society of tolerance and justice.

Hovannisian, Richard G. *The Armenian Holocaust.* Cambridge, Mass.: Armenian Heritage Press, 1980. Incredulity and indignation were the reactions to reports of the massacre of Armenians in Turkey. Allied governments announced that members of the Turkish government, as well as those who participated in the massacres, were personally responsible. "The 'conscience of mankind,' " Hovannisian says, "did not shudder for long. . . . Expediency frequently prevails over morality in politics." The author quotes George Santayana: "Those who do not remember the past are condemned to relive it."

Hryshko, Wasyl. *The Ukrainian Holocaust of 1933.* Edited and translated by Marco Carynnyk. Toronto, Canada: Bahriany Foundation, 1983. In 1933, the Soviet government created genocide through famine, accompanied by terror, as a means of opposing Ukrainian national-

ism within the borders of the Soviet Union. The Communist goal of centralist uniformity led the government to strike down any forces with different languages, cultures, and religious and national traditions that were a potential threat. More than six million Ukrainians perished as victims.

Hurwitz, Johanna. *Anne Frank: Life in Hiding.* New York: Beech Tree, 1988. This book chronicles the two years a teenage girl and her family spent hiding from the Nazi Germans who were determined to exterminate all the Jews of Europe.

*Kubijovyc, Volodymyr. *Encyclopedia of Ukraine.* Vol. I, A–F. Canadian Institute of Ukrainian Studies, the Shevchenko Scientific Society (Sarcelles, France), and the Canadian Foundation for Ukrainian Studies. Toronto, Canada: University of Toronto Press, n.d. The history of famines in Ukraine—how, why, and what was done to alleviate them—from medieval times to the present, is described in this encyclopedia. Volume I of Kubijovyc's *Ukraine: A Concise Encyclopedia* (Toronto, Canada: Ukrainian National Association and the University of Toronto Press) is also recommended for its essential material on the topic of famine in Ukraine.

Landau, Ronnie S. *The Nazi Holocaust.* Chicago: Ivan R. Dee, 1994. Landau's book is listed for its concise depiction of pivotal events in Part II. Part III presents the author's evaluation of perpetrators, victims, and bystanders.

Lang, David Marshall, and Christopher J. Walker. *The Armenians.* Report no. 32, fifth edition, Minority Rights Group. London, U.K.: Benjamin Franklin House, 1981. In 1920 Russia and Turkey agreed to divide Armenia's traditional homeland between them. A third of all Armenians in the world died a gruesome, painful death in the cataclysm of 1915–1918. Two generations later the scattered Armenians have recovered their poise and sense of national unity; several political events have provoked the resurgent Armenians to revive their protest and grievance.

Langer, Lawrence L. *Holocaust Testimonies: The Ruins of Memory.* New Haven, Conn.: Yale University Press, 1991. A study of the emotional and psychological impact of the Holocaust based on testimonies of survivors, Langer's work provides a stark reminder of the lasting impact of human rights violations.

Laqueur, Walter. *Stalin: The Glasnost Revelations.* New York: Charles Scribner's Sons, 1990. Laqueur documents the terror of the Stalinist era through documents released by Mikhail Gorbachev.

Levin, Nora. *The Holocaust.* New York: Schocken Books, 1973. Levin states that in a twentieth-century civilization shaped by Western religious, moral, and intellectual traditions, opposition to the senseless mass murder and exploitation of human beings was a civic duty. Levin has tried to write a history of "the German processing of human beings into matter."

Levytsky, Marco. "An Orphanage of Death." *Alberta Report,* October 31, 1983. Levytsky tells of the experience of Maria, who, 50 years ago, was happy to find a few stray seeds that were intended as food for the pigs. She was six at the time of the famine in Ukraine, which was initiated by Soviet authorities. She remembers her family's ten-acre farm and the starvation's precursors: seizures by the state of grain, then clothes, then blankets. She recalls the winter when they were swollen from hunger, and all the cats and dogs had been eaten.

Life Unworthy of Life. National Diffusion Network. U.S. Department of Education, n.d. This Holocaust curriculum contains a variety of materials, including testimony by Holocaust survivors. For information, contact Center for the Study of the Child, 31000 Northwestern Highway, Suite 110, Farmington Hills, MI 48334, (313) 932-8440, FAX (313) 932-0441.

Meltzer, Milton. *Never to Forget: The Jews of the Holocaust*. New York: Harper Trophy, 1976. In Europe between 1933 and 1945, families were torn apart, as mothers, fathers, and children disappeared or were slaughtered by the Nazis. Two of every three Jews were killed, one-third of the world's Jews. Meltzer believes that the Holocaust established a precedent. No group on earth can feel safe from that crime in the future, nor is the world of Hitler totally alien to the world we know today. Also from the same publisher is Meltzer's *Rescue: The Story of How Gentiles Saved Jews in the Holocaust* (1988).

Merti, Betty. *Understanding the Holocaust*. Portland, Maine: J. Weston Walch, 1993. Readable information, absorbing personal narratives, and activities are included in Merti's workbook. In addition, the book supplies reading lists, ideas for projects and reports, and suggested audiovisual resources.

***Model Curriculum for Human Rights and Genocide*. Sacramento: California State Department of Education, 1987. This guide for classroom teachers, which is aligned with the *History–Social Science Framework*, contains a model that may be used in developing lessons on human rights issues. The publication includes a detailed list of curriculum resources as well as appendixes that list background readings on twentieth-century genocides and totalitarian violations of human rights (in Armenia, Ukraine, Germany, Poland, Argentina, Kampuchea, and South Africa). Purchasing information is available by telephoning (800) 995-4099.

Morgenthau, Henry. *The Murder of a Nation*. Los Angeles: Ararat Press, 1982. An ancestral home, tenaciously defended for over 2,000 years, was lost during 1915 as the first genocide of the twentieth century virtually annihilated the Armenian minority in Turkey. An ancient cultural and religious heritage was disrupted as survivors of the massacres and their descendents scattered throughout the world. The author, who was United States ambassador to Turkey from 1913 to 1916, had considerable insight into the fears, calculations, and brutalities of the Turkish leaders.

Morse, Arthur. *While Six Million Died: A Chronicle of American Apathy*. New York: Overlook Press, 1985 (originally published in 1968). The sad and shock-

ing truth behind the American government's lack of action in response to the Holocaust is revealed in this book in a stark and detailed manner. Morse not only chronicles American apathy but he also shows how others, like Raoul Wallenberg, who tried to help the Jews survive were often very successful in saving thousands of lives. The fact that the Jewish immigration quotas weren't even filled completely during the worst years of the genocide should lead the reader to wonder whether America would act differently if faced with a similar challenge today.

*Nuit et brouillard (Night and fog). Film. Directed by Alain Resnais. France, 1955. In this 32-minute award-winning documentary, black-and-white footage of concentration camps during the Holocaust is contrasted with color scenes of the same places ten years later. The documentary, in French with English subtitles, was written by a survivor of imprisonment by the Third Reich. A teacher's guide includes transcripts, background, and presentation suggestions and is available from social studies supply houses.

Oleskiw, Stephen. *The Agony of a Nation.* Foreword by Malcolm Muggeridge. London, U.K.: The National Committee to Commemorate the Fiftieth Anniversary of the Artificial Famine in Ukraine 1932-1933–1983." The famine in Ukraine claimed the lives of between 5 and 7 million Ukrainians. This tragedy is scarcely acknowledged in the West, either by politicians or scholars, and is virtually unknown to the general public.

On the Treatment of the Holocaust at School: A Contribution from the Länder. Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, 1991. Am Grossen Wannsee 56–58, D-14109 Berlin. This package of material, including a book available in a German/English edition, is an example of what is available for students in German schools. Included are ideas and quotes regarding the Holocaust from another point of view. The *Länder* (German states) share the view that an intensive and thorough treatment of the subject of violence is an important task for German schools and that the Holocaust should be a central focus of this study. To order this material, contact the Goethe Institute, (415) 391-0370.

Out of the Whirlwind. Edited by Albert Friedlander. New York: Schocken Books, 1976 (originally published in 1968). This anthology of excerpts from diaries, essays, and other literary works on the Holocaust includes writings of well-known authors Primo Levi, Elie Wiesel, and Andre Schwarzbart. This book is an attempt to make sense of the senselessness and inhumaneness that characterized the genocide.

Paluch, Peter. "Spiking the Ukrainian Famine, Again." *National Review,* April 11, 1986. *Harvest of Despair,* a 55-minute Canadian television documentary disinterring the story of the human-made Ukrainian famine, won the gold medal award and was named the most outstanding entry of all 837 films in the twenty-eighth International Film and

Television Festival in New York. Ten months earlier, New York's PBS affiliate, WNET, had rejected the film. As of the late 1980s, the film had been shown by only two small U.S. television stations, with virtually no press attention. In this article, Paluch says, "The American media were damningly silent, both about the genocide and about Soviet manipulation of the foreign press . . . [although] a few European papers, such as France's *Le Matin*, decided to publish the truth." Students learn how historical events remain volatile and political, even among the media powers in free countries.

Picasso, Pablo. *Guernica*. Painting, 1937. Picasso saw this painting as "an instrument of war for attack and defense against the enemy," in this case, the Germans who bombarded the civilian population of the town of Guernica, Spain, in April, 1937, during the Spanish Civil War. In the painting Picasso defends innocent humanity with a power and a fury that make this protest against war a masterpiece of extraordinary force. The black, gray, and white work is expressionistically surrealistic, laid out in cubist planes of dislocated forms and anatomical distortions. Its symbols are open to various interpretations: The bull, for example, may represent war or darkness or brutality; the horse may represent the agonies of humanity; the torch may represent liberty. Prints of this work are available from Shorewood Fine Art Reproductions, 27 Glen Road, Sandy Hook, CT 06482, (203) 426-8100.

Ramati, Alexander. *And the Violins Stopped Playing*. New York: Watts, 1986. As the cover jacket best explains, "Alexander Ramati's evocative story of the little-known Gypsy holocaust portrays the life and customs of the Lowland Gypsies with the love born of knowledge. But above all it is a story from World War II, powerfully brought to light and life, based closely on suppressed and refuted, hardly-known historical facts." This book will help students understand the magnitude of the Gypsy Holocaust, about which little is heard, compared to the oppression of other groups at the hands of the Nazis. Recently out of print, this book can be found in libraries.

Reagan, Ronald. "Commemoration of the Great Famine in Ukraine: A Proclamation." Washington, D.C.: The Congress, House Concurrent Resolution 111, 1984. Congress urged the President to issue this proclamation in mournful commemoration of the great famine in Ukraine during 1933. Accompanying student handouts, though dated, have numerous insightful articles and quotations, the following of which is an example: "Today we think of Russia's territorial aggression as a result of Communism instead of regarding Communism as a weapon being used to assist in her historic imperialistic aggression."—William G. Bray.

*Rimland, Ingrid A. *The Wanderers*. Stockton, Calif.: Crystal Books, 1988. This is a fictitious account of the Mennonite exodus out of Ukraine in 1943 when the Soviet Union persecuted Mennonite wheat farmers for their pacifist beliefs. Rimland, a noted author and lecturer whose book is based on her own experience as a child, is available for speeches and school visits. For additional information write Medical Keynotes, 3750 Riviera Drive #1, San Diego, CA 92109.

Rosenberg, Maxine B. *Hiding to Survive: Stories of Jewish Children Rescued from the Holocaust.* New York: Clarion Books, 1994. These first-person accounts of Jewish children under the Nazi regime reveal not only ethnic hatred and horrors but also the victims' will to survive and the courage of rescuers who had little to gain and everything to lose by taking them in.

**Rummel, R. J. *Death by Government: Genocide and Mass Murder since 1900.* New Brunswick, N.J.: Transaction Books (Rutgers—The State University), 1994. Rummel, an authority on recent genocides, discusses genocide in China, Nazi Germany, Japan, Cambodia, Turkey, Yugoslavia, Poland, the Soviet Union, and Pakistan. He also writes about areas of suspected genocide: North Korea, Mexico, and imperial Russia. According to Rummel, "The problem is power. The solution is democracy. The course of action is to foster freedom." See also the author's *Lethal Politics: Soviet Genocide and Mass Murder Since 1917* (1990), which looks at the horrors that have occurred in the Soviet Union since 1917, and *Democide: Nazi Genocide and Mass Murder.*

**Russian Imperialism from Ivan the Great to the Revolution.* Edited by Taras Hunczak. New Brunswick, N.J.: Rutgers University Press, 1974. By 1914 the Russian Empire had become the largest unbroken political unit in the world. It had absorbed not only 8 million square miles but also whole human cultures. The Soviet Union was heir to this empire, occupying more than one-seventh of the land surface of the globe. In this collection of essays, ten scholars attempt to explain this phenomenon of expansionism. The essay "Ukraine and Muscovite Expansion," by Henry Huttenbach, discusses Pan Slavism and the cossack state, including the importance of Hetmann (Khmelnytski) in Ukrainian history.

Scher, Linda. *South Carolina Voices: Lessons from the Holocaust.* Columbia: South Carolina Department of Education, The South Carolina Humanities Council, 1992. This teacher's resource guide contains the testimonies of 39 Holocaust survivors and liberators who tell their stories with the hope that sharing their experiences will reveal the consequences of intolerance and apathy in the face of bigotry. Teachers wishing a single complimentary copy should write their requests on school letterhead stationery and address them to South Carolina Department of Education, South Carolina Council on the Holocaust, 1429 Senate Street, Columbia, SC 29201.

Simon Wiesenthal Center, 9760 West Pico Boulevard, Los Angeles, CA 90035, (213) 553-9036, ext. 237. The center is dedicated to the preservation of the memory of the Holocaust through education and awareness, with the goal that never again will there be such an atrocity. Its outreach program provides resources about the Holocaust and contemporary human rights issues to educators and community leaders.

Stanhope, Henry. *On Thin Ice.* Pittsburgh, Pa.: Dorrance Publishing, 1992. This story explores a Jewish boy's youth in Nazi Germany and his harrowing escape to England.

Strom, Yale. *Uncertain Roads: Searching for the Gypsies.* New York: Four Winds Press, 1993. There is a mystery surrounding the Gypsies, or Rom, as they refer to themselves. This mystery makes many *gaje* (i.e., people who are not Rom) wary and suspicious; this attitude contributed to the 1935 Nuremberg Race Law of the Third Reich, which singled out the Rom, along with the Jews, for total annihilation. Well illustrated, with many excellent color photographs, Strom's book probes the history, heritage, and tribulations of Rom throughout the world. Interviews of contemporary persons contribute to Strom's research.

United States Holocaust Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2150. The Education Outreach Department of this popular museum offers artifact posters, lesson plans, films, resource packets, and teacher conferences. Such booklets as "Guidelines for Teaching about the Holocaust," "Annotated Bibliography," "Annotated Videography," and "Resistance" are suggested for purchase by history–social science departments. Telephone the museum at (202) 488-0400 regarding resources.

A Viewer's Guide to "Schindler's List." Los Angeles: Martyrs Memorial and Museum of the Holocaust, 1994. A casual viewing of producer Steven Spielberg's provocative film is not the aim here; rather, teachers and students are encouraged in focused, thoughtful activities that reach deeply into one of the darkest chapters in human history. For purchasing information, contact the museum at (213) 852-3242.

**War Through Children's Eyes: The Soviet Occupation of Poland and the Deportations, 1939–1941.* Edited by Irena Grudzinska-Gross and Jan Tomasz Gross. *Hoover Archival Documentaries* series. Stanford, Calif.: Hoover Institution Press, 1981. Tens of thousands of Polish children perished during the Soviet occupation. These historical documents constitute a collective autobiography of 120 Polish children who suffered and survived and were finally evacuated from Russia.

Weatherbee, Stephen. "The Ukrainian Holocaust," *Alberta Report,* October 31, 1983. "First comes the gnawing, twisting pain in the stomach. Then hallucinations which drive some mad. Then apathy, emaciation, swelling of the hands, feet and stomach. Then death." Weatherbee describes the experiences of Ukrainian Canadian survivors who lived through the famine of 1932 and 1933.

Wiesel, Elie. *Night.* New York: Bantam Books, 1989. "Wiesel's books . . . have marked him as the messenger of the Jewish dead to the living."—Lothar Kahn. A witness to the death of his family, Wiesel was a teenager when he was taken from his home to the Auschwitz concentration camp and then to Buchenwald. The book is as penetrating, powerful, and personal as *The Diary of Anne Frank.*

Woropay, Olexa. *The Ninth Circle: In Commemoration of the Victims of the Famine of 1933.* Edited by James E. Mace. Cambridge, Mass.: Harvard University, 1983. James Mace, in his introduction to this book, says the author describes the Armenian famine as "a world gone mad on the blood of human beings sacrificed on the altar of political expediency." The "ninth circle" of the title is a reference to Dante's *Inferno.*

Wytwycky, Bohdan. *The Other Holocaust.* Washington, D.C.: The Novak Report on the New Ethnicity, 1982. According to the author, "the Nazi program of death was efficient beyond imagination" in targeting not only Jews but also other peoples, in Europe. Wytwycky discusses Nazi racism in action toward the Ukrainians, whom Nazi officers referred to as helots, subhumans, and half-monkeys; Gypsies; Poles; and others.

Zamyatin, Yevgeny. *We.* New York: Avon, 1983. This classic utopian novel examines the problems of conformity in a state closely resembling the new Soviet order established after the Revolution, a society in which people place material happiness over personal freedoms. Through satire, Zamyatin exposes the tools of totalitarianism—dehumanization, thought control, brainwashing, liquidations, and the co-optation of the arts to serve pragmatic ends.

Zoryan Institute. *Profile: The Armenian Experience.* Cambridge, Mass.: Zoryan Institute for Contemporary Armenian Research and Documentation, 1984. The *Profile* is short, but fascinating. In A.D. 301 Christianity became the official religion of the Armenian kingdom, making the country the oldest Christian nation in the world. From 1894 to 1896, the first major wave of Armenian massacres by the Turks occurred, resulting in the death of 300,000 Armenians, the disintegration of the economy, dislocations, and famine. The genocide, which ended 3,000 years of continuous Armenian existence in Western Armenia, has gone unpunished. According to this report, the rest of the world has been silent with regard to the genocide and has been willing to accommodate the present Turkish government's cover-up and its justification of tortures and massacres.

Joseph Stalin

Deriabin, Peter, and T. H. Bagley. *The KGB: Masters of the Soviet Union.* New York: Hippocrene Books, 1990. This comprehensive survey of the KGB's domestic and foreign activities since the Russian Revolution of 1917. Since Deriabin is an ex-KGB officer, this work reveals many of the organization's deadliest secrets, such as assassinations of so-called enemies of the state.

Doctor Zhivago. Film. Directed by David Lean. United States, 1965. Based on the novel by Boris Pasternak, this production chronicles a tragic tale of love set against the background of the 1917 Revolution. Magnificent cinematography and a haunting score sweepingly convey the despair of a country in the throes of war—a war which disrupts the intimate lives of physician-poet Yuri Zhivago, his wife Tonya, his mistress Lara, and the domineering Komarovsky. The "cossacks vs. demonstrators" segment may be used as a dramatic moment to introduce the 1917 Revolution. The film, on videotape, is available through social studies supply houses.

Dunn, John M. *The Russian Revolution.* San Diego, Calif.: Lucent Books, 1993. Enhanced with primary source quotations, Dunn's book describes the Russian Revolution of 1917, which grew out of a long history of oppression, unrest, and great inequalities between the wealthy landed class and the poor peasantry. From its idealistic beginnings in the ideas of men like Marx and Trotsky, the Revolution culminated in violence, demagoguery, and greed.

Dziak, J. J. *Chekisty: The KGB in Soviet History.* Oxford, U.K.: Lexington Books, 1988. An intelligence professional and a scholar on the subject, Dziak chronicles the KGB from its violent birth during the Lenin years through Khrushchev to Gorbachev.

Fitzgerald, Richard. *Art and Politics: Cartoonists of the "Masses" and "Liberator."* Westport, Conn.: Greenwood Press, 1973. Fitzgerald has chosen five cartoonists from two Marxist newspapers to explore the problems facing art in the service of ideology. The well-documented and illustrated chapters reflect viewpoints of the American Communist party during this era.

Kautsky, John. *Karl Kautsky: Marxism, Revolution, and Democracy.* New Brunswick, N.J.: Transaction Books (Rutgers—The State University), 1994. Following the generation of Marx and Engels, Karl Kautsky was the leading theorist, interpreter, and popularizer of Marxism. He fought against Eduard Bernstein's revisionism and Rosa Luxemburg's radicalism. In the last two decades of his life he was a bitter enemy of Leninism. This book, suggested for teachers, includes aspects of the theorist's political thought as well as his role in politics.

Koestler, Arthur. *Darkness at Noon.* New York: Bantam, 1984 (originally published in 1941). Koestler's most famous novel describes the Moscow Trials, spearheaded by Stalin, in the context of the revolutionary movement. The plot follows the interrogation of Commissar Rubashov by Ivanov and Gletkin, two officials who espouse the party line. Through the dialogue of the interrogations and Rubashov's thoughts, Koestler shows how these trials and purges could take place within a centrally controlled state.

McNeal, Robert. *Stalin: Man and Ruler.* New York: New York University Press, 1988. This thorough, evenhanded biography examines Stalin's leadership ability, personality, and political savvy, portraying Stalin as a shrewd, skilled demagogue. Although it is recommended for advanced readers, this is an interesting and lively account of "Uncle Joe's" life.

Marx, Karl. *Communist Manifesto.* New York: Penguin, 1985. This historic work sets forth Marx's views on the modern state and all of its manifestations. The influence that this book has had on history is reflected in the rash of socialist states that rose up during the twentieth century.

Mstislavski, Sergei. *Five Days Which Transformed Russia.* Bloomington: Indiana University Press, 1988. Writing in 1918, the author was a leader of the Leftist Socialist Revolutionaries. His narrative is perceptive and immediate, an excellent gauge for readers to use when judging the differences between the many rival groups within the Revolution.

One Day in the Life of Ivan Denisovich. Film. Directed by Caspar Wrede. British-Norwegian co-production, 1971. Set during the 1950s, this harrowing film depicts 24 hours in the life of a prisoner who is in the eighth year of a ten-year term in one of Josef Stalin's Siberian labor camps. Adapted from the novel by Alexander Solzhenitsyn, the drama captures the bleakness of the camp and pays tribute to the indomitable spirit of the prisoners as they go about their daily activities: conspiring to get extra food, trying to avoid punishment, and engaging in competitive wall building. The film is available through social studies supply houses.

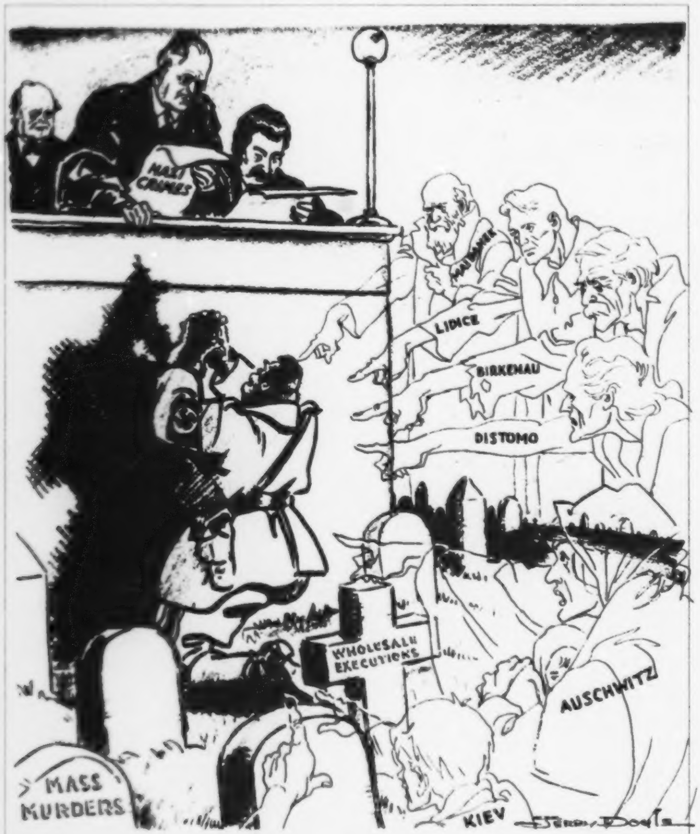
Sakharov, Andrei. *Memoirs.* New York: Alfred A. Knopf, 1990. Sakharov was not only a brilliant scientist but also an outspoken critic of the Soviet government's abuses of human rights, a role that earned him the Nobel Peace Prize and a lengthy exile. Although this autobiography is long, the reader is captivated by Sakharov's insights into the Soviet Union and its people.

Scott, John. *Behind the Urals.* Bloomington: Indiana University Press, 1989 (originally published in 1942). Disillusioned with America during the Depression, the author went to work in the industrial camps of Stalin's empire. His rosy idealism, based on his belief that the people were enthusiastically striving to build a model society, pervades the book and softens his description of the difficult working environments of these camps. This book would be an effective contrast with a more critical account of Stalin's work camps, such as Solzhenitsyn's *One Day in the Life of Ivan Denisovich.*

Solzhenitsyn, Alexander. *One Day in the Life of Ivan Denisovich.* New York: Bantam, 1988. Solzhenitsyn portrays the life of those imprisoned in a Soviet work camp in Siberia. The struggle for day-to-day existence is revealed through the protagonist, who must depend on his wit and cunning to survive the cold and deprivations of camp life.

Sturua, Melor. "How a Tyrant Made Us Believe in Him." *Parade Magazine,* July 28, 1991. Sturua believes that the lesson of Josef Stalin is a warning for the present and the future. Tyrants promise their people heaven on earth but create hell instead. Fear was the foundation of Stalin's regime; to create this fear, he destroyed not only his enemies, but others, at random. According to Sturua, "With no exaggeration, we can say that 'a little bit of Stalin' is in the blood of any nation—even the most democratic, such as the United States. Each of us carries the virus of tyranny."

Verdict of Three Decades. Edited by Julien Steinberg. Salem, N.H.: Ayer, 1950. As the introduction states, "This book represents an attempt to depict the progress of the Soviet Union from infancy to maturity as reflected in the literature of three decades of individual revolt against Soviet Communism." Some of the writers included in this collection are Leon Trotsky, Rosa Luxemburg, and Arthur Koestler. This excellent overview of the first 30 years of the Soviet Union's existence explores the major issues it faced, including Lenin and Stalin's cult of personality and widespread famine in Ukraine.


NAZI CRIMES
MAIDANEK
LIDICE
BIRKENAU
DISTOMO
WHOLESALE EXECUTIONS
AUSCHWITZ
MASS MURDERS
KIEV
JERRY DOYLE

"WHEN THAT DAY COMES."
Jerry Doyle

Because the Soviet Union joined the Allies in World War II, cartoonists often depicted Stalin as though he were not a totalitarian. From the Dennis Ryan Collection

Unit VII

World War II: Its Causes and Consequences

(See pages 88–89 of the *History–Social Science Framework.*)

Suggested Time for the Unit: 20 class periods

Topics in the Unit:	**Suggested Time:**
The war in Europe • Allied and Axis powers • Nazi-Soviet Nonaggression Pact • Appeasement; Chamberlain and Churchill: the German offensive • The Battle of Britain • Major turning points in the war (e.g., the Normandy invasion, the Battle of the Bulge) • Effects of the Yalta Conference	5 class periods
The war in the Pacific • Japan's prewar expansion into eastern and southeastern Asia (e.g., Manchuria, China) • Japan's relations with Hitler • The attack on Pearl Harbor • Struggle for the Pacific (e.g., Bataan, Corregidor; Midway, Guadalcanal) • Truman's decision to use the atomic bomb	5 class periods
Consequences of World War II (an overview) • Marshall Plan • Truman Doctrine • U.S. assistance and leadership in rebuilding Japan and Germany • Emergence of world powers • Consequences in Eastern Europe, including the Polish holocaust • Impact of Tehran, Yalta, and Potsdam Conferences • Establishment of Israel; United Nations	5 class periods

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☐ Study of the maintenance of power by nondemocratic governments, such as that of the Soviet Union; a survey of postwar developments (e.g., Warsaw Pact, SEATO, NATO, cold war, Korean War, Hungarian Revolution, and Pol Pot regime's Cambodian genocide)	5 class periods

Resources

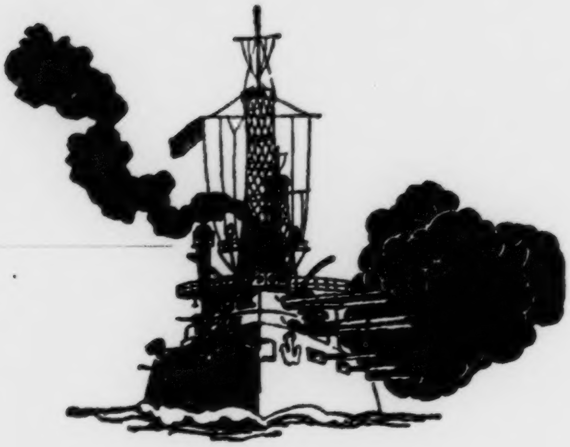
The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that writers of the *Course Models* suggest as essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies.

Aglion, Raoul. *Roosevelt and DeGaulle. Allies in Conflict: A Personal Memoir.* New York: Free Press, 1988. Persistent attitudes in the postwar era result from American-French relations vis-à-vis France's vulnerable position during World War II. Aglion tells of the French struggle for identity and its attempts to gain the empathy and cooperation of the American people and government.

Ambrose, Stephen E. *D-Day: June 6, 1944, The Climactic Battle of World War II.* New York: Simon & Schuster, 1994. Photographs and maps enhance this account of the first 24 hours of the battle of D-Day. It is based on new research in previously unavailable government documents and on interviews with American, Canadian, French, and German veterans ranging from top commanding officers to the fighting men.

Belchem, Major General David. *Victory in Normandy.* London, U.K.: Chatto and Windus, 1981. The story of the greatest combined military operation in the history of warfare—the complex, dramatic Operation Overlord—is recounted from the formulation of Montgomery's master plan to the eventual encirclement and destruction of the German Seventh Army in northern France. Photographs from British, American, French, and German sources accompany this detailed and objective analysis of the Normandy campaign. Included are more than 40 maps and diagrams. Though out of print, this book is available in libraries.

Bergman, Tamar. *The Boy from Over There.* Boston: Houghton Mifflin, 1988. Set in Israel during the years immediately following World War II, this is the story of Rina and Avramik, two children from different backgrounds who try to accept life on a kibbutz. Their story



reveals the courage and conflict among children during the years when Israel's war of independence began.

Black Fox—The Rise and Fall of Hitler. Charleston, W.Va.: Cambridge Social Studies, n.d. This history of Hitler focuses on his ambition, passion, demonic will, and millionfold murders. To order this program, telephone the publisher at (800) 468-4227.

Black, Wallace B., and Jean F. Blashfield. *Guadalcanal. World War II Fiftieth Anniversary* series. New York: Crestwood House (Maxwell Macmillan), 1992. Each book in this series is filled with action-packed stories that take readers behind the scenes of World War II. Documentary photographs and maps are included. This account should be used in conjunction with other material for a more complete perspective. Also available in the series are *D-Day* and *Invasion of Italy*.

Blood, Toil, and Tears, and Sweat: The Speeches of Winston Churchill. Edited by David Cannadine. Boston: Houghton Mifflin, 1990. This is a comprehensive collection of speeches Churchill made before, during, and after World War II.

Building the Death Railway: The Ordeal of American POWs in Burma, 1943–1945. Edited by Robert S. La Forte and Ronald E. Marcello. Wilmington, Del.: Scholarly Resources, 1993. Wartime experiences of extreme suffering are recounted with fierce emotion but no self-pity by tough, Depression-bred men. Interesting speculations are offered regarding Japanese cruelty toward POWs.

Buruma, Ian. *The Wages of Guilt: Memories of War in Germany and Japan.* New York: Farrar, Straus and Giroux, 1994. Buruma untangles a web of mythology, politicized history, and guilt to present an engrossing political travelogue based on survivors' memories of Auschwitz, Hiroshima, and Nanking. His focus takes in issues of historical atonement and historical amnesia. He concludes that political structures, not the alleged inherent barbarism of certain nations, determine a nation's destiny.

Byrd, Martha. *A World in Flames: A Concise History of World War II.* New York: Smithmark Publications, 1992. Byrd concisely summarizes military operations between 1939 and 1945.

Chandler, David. *The Tragedy of Cambodian History: Politics, War and Revolutions Since 1945.* New Haven, Conn.: Yale University Press, 1991. In this critical study of Cambodia during the Sihanouk, Lon Nol, and Pol Pot regimes, Chandler looks at the underlying events and forces which influenced the tragic contemporary history of the Khmer Republic.

Chase, Margaret. *Never Too Late.* Stockton, Calif.: Heritage West Books, 1995. This autobiography recounts the author's experiences during World War II, when she served in the Red Cross in places like London, Algiers, Paris, and

Naples. Photographs and narrative glimpses of Generals Patton and Eisenhower, Kay Summersby, and Winston Churchill enhance the author's reminiscences.

The Churchill War Papers at the Admiralty: September, 1939–May, 1940. Edited by Martin Gilbert. New York: W. W. Norton, 1993. From 1939 to 1940 Churchill's papers depict his supervision of the daily war effort of the Royal Navy during the fall of France; the Nazi attack on Norway; and the invasions of France, Holland, and Belgium.

Churchill, Winston. *The Gathering Storm.* Boston: Houghton Mifflin, 1986 (originally published in 1948). This is the late, great British prime minister's account of the beginnings of World War II, which he termed "the unnecessary war." The first of five volumes, it deals with the events, mistakes, and blind spots of the period between the wars and with the "twilight war" (from September, 1939, until May, 1940). This long work is written in Churchill's grand prose. It "provides the reader with the opportunity of meeting a genuinely great man," commented the *San Francisco Chronicle*'s reviewer, "perhaps the greatest man of his time." Other titles in the series include *Their Finest Hour, The Grand Alliance, The Hinge of Fate, Closing the Ring,* and *Triumph and Tragedy.*

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes.* Film or videotape, 1990. Produced and directed by George Levenson. Narrated by Liv Ullmann. Informed Democracy, Box 67, Santa Cruz, CA 95063, (408) 426-3921. This award-winning half-hour presentation tells the true story of Sadako Sasaki, a young Japanese girl who developed leukemia in 1955 from the effects of radiation caused by the bombing of Hiroshima. See also Coerr's book on which the film is based (same title; New York: Putnam, 1977), written for younger readers, but moving for readers of all ages.

Cohen, Michael J. *Truman and Israel.* Berkeley: University of California Press, 1990. Cohen examines Truman's personality in order to determine how and why he played the decisive diplomatic role in the establishment of the new state of Israel.

The Cold War in Europe: Era of a Divided Continent (Second edition). Edited by Charles S. Maier. Princeton, N.J.: Markus Wiener Publishers, 1994. An analysis of the forces that were suppressed or strengthened during the cold war, some of which are now unleashed again, is provided in this book. Included is a selection of important essays which illuminate the roles of Churchill, Stalin, Truman, and local leaders.

Collins, Larry, and Dominique Lapierre. *Is Paris Burning?* New York: Warner, 1991. As the Allies were attempting to liberate France in 1944, Hitler enforced a plan to burn the city of Paris down to ashes. This book chronicles the race that took place between the Allied armies and the Germans for the survival of Paris. The *New York Times* reviewer wrote that the book is "a great story . . . dramatic, exciting, and intensely human." Collins and Lapierre drew on French, German, and American sources, and their work is presented from all of those perspectives. The Warner edition is a paperback.

Communism and the Cold War. ABC News InterActive Videodisk, 1991. (Videodisk player, hard disk, HyperCard 1.2.2 or later required.) This interactive videodisk provides students with the opportunity to draw information regarding the cold war, its effects on the peoples of both the United States and the Soviet Union, and the collapse of communism in Eastern Europe. Prominent scholars and decision makers give their perspectives on significant events. Audio tracks enable the teacher to select commentary in either English or Spanish. A teacher's guide offers suggested lesson plans. The program is distributed by social studies supply houses.

Cook, Haruko Taya, and Theodore F. Cook. *Japan at War: An Oral History.* New York: New Press, 1993. The candid recollections of Japanese veterans powerfully confirm many allegations of American wartime propaganda.

Costello, John. *Days of Infamy.* New York: Pocket Books, 1994. British historian John Costello has relied on recently declassified material to develop his thesis that Rear Admiral Husband E. Kimmel and Lieutenant General Walter Short were wrongly made the scapegoats for the breadth of devastation at Pearl Harbor. Costello maintains that a secret, unconstitutional agreement between Franklin Roosevelt and Winston Churchill, along with strategic and military blunders by General MacArthur, resulted in Pearl Harbor's increased vulnerability. The explanation of why such conditions were kept secret for so long makes this assiduously researched book important and vital reading.

Many historians consider the Nazi invasion of Poland on September 1, 1939, the beginning of World War II.
Courtesy of the Library of Congress.

Craig, Mary. *Lech Walesa and His Poland.* New York: Continuum, 1987. This compelling biography is based on the author's extensive interviews and research on Walesa, who was the leader of the Solidarity movement and is now president of Poland. Included is a summary of Polish history from the onset of World War II to the present time. Perhaps the best aspect of this source is its vivid description of life in Poland under the Communist government during the decades preceding the drastic changes of 1989.

David, Kati. *A Child's War: World War II Through the Eyes of Children.* New York: Four Walls, Eight Windows, 1989. This poignant collection of personal memoirs of 15 European children offers a new perspective on the war. The recollections, those of the children of Jews as well as Nazis, show that young people were as adversely affected by the war as were most adults.

The D-Day Invasion. Thirty-eight audiocassettes (DD-1). Sandy Hook, Conn.: Radio Yesteryear, 1994. Comprising about 40 consecutive hours and 100 consecutive radio programs, this is an extraordinary collection of aural primary sources. Listeners will hear live broadcasts from the beachhead, just as the invasion occurred. Several of these rare recordings are released to the public for the first time. For purchasing information, contact the producers at (800) 243-0987. The series is highly recommended for purchase by libraries or history departments.

D-Day: The Great Crusade. Charleston, W.Va.: Cambridge Social Studies, n.d. (800) 468-4227. On June 6, 1944, many men died on the beaches of France on a crusade to defeat the Third Reich. With rare footage and insightful narration, this documentary traces this historical event.

Degrelle, Leon. *Campaign in Russia: The Waffen S.S. on the Eastern Front.* Marina Del Rey, Calif.: Institute for Historical Review, 1983. This story recounts the Second World War in the steppes of Ukraine and back through Estonia and Pomerania as the German forces were driven back under extremely difficult conditions. The author describes his experiences as a member of the Wallonian Legion, which struggled against the Russians.

Dejong, Meindert. *The House of Sixty Fathers.* New York: Harper & Row, 1987. Although this novel was written for a slightly younger audience, the pace and excitement of the story make it worthwhile reading for all ages. It tells the story of Tien Pao, a young Chinese boy whose family escapes from the Japanese invaders during World War II. A freakish accident dislodges his family's boat from its dock, and Tien Pao is sent down the river toward the Japanese, all alone except for his pet pig. His efforts to return to his parents, which take great courage and resourcefulness, are touching.

D'Este, Carlo. *Decision in Normandy: The Unwritten Story of Montgomery and the Allied Campaign.* New York: HarperCollins, 1991. D'Este discusses Montgomery and his massive operation in Normandy; the assault on the German Seventh Army, which involved Britain, the Commonwealth, the United States, France, Poland, Norway, Greece, the Netherlands; and the resistance fighters of the occupied countries of northwest Europe.

Dower, John, and Timothy S. George. *Japanese History and Culture from Ancient to Modern Times: Seven Basic Bibliographies.* Princeton, N.J.: Markus Wiener Publishers, 1995. Over 7,000 entries on 500 pages guide teachers and students to resources on Japanese history, society, and politics. This book, cited for its sections on the period from 1931 to 1945 and the ensuing years, is useful in Units VII and VIII.

Duffy, Christopher. *Red Storm on the Reich: The Soviet March on Germany, 1945.* New York: Athenum, 1991. Thirty million lives were lost in a campaign of unprecedented scale and ferocity on the eastern front in 1945. Russian and German source material bring the brutal battle to life in this powerful narrative history.

Dull, Paul S. *A Battle History of the Imperial Japanese Navy, 1941–1945.* Annapolis, Md.: Naval Institute Press, 1978. World War II in the Pacific, as the Japanese saw and recorded it, is recounted in this first battle history of the Japanese navy in non–Japanese language.

The Eagle's Nest—Hitler's Secret Center of Power. Four videotapes, 60 minutes each. Charleston, W.Va.: Cambridge Social Studies, n.d. This four-part series chronicles the rise and fall of the Third Reich, its leader, and the war from the perspective of the Reich's inner circle. Contact the distributor at (800) 468-4227.

Ellis, John. *The Sharp End: The Fighting Man in World War II.* New York: Charles Scribner's Sons, 1980. Quotations from letters and memoirs reflect the physical and mental anguish that common soldiers experienced in combat. Soldiers' opinions on the cause they were fighting for are included.

Ferry, Charles. *Raspberry One.* Boston: Houghton Mifflin, 1983. This is a novel about two young men who take part in the Pacific campaign against the Japanese during World War II. The publisher notes that *Raspberry One* is "a moving story of the horrors of war and the bonds it creates among those who experience it." The book was written with teenage readers in mind and is suggested for recreational reading.

Frank, Richard B. *Guadalcanal: The Definitive Account of the Landmark Battle.* New York: Random House, 1990. The full story of this critical campaign is drawn from first-time translations of official Japanese Defense Agency accounts and recently declassified American sources.

Goldstein, Richard. *America at D-Day: A Book of Remembrance.* New York: Delacorte Press, 1994. Original documents and first-person accounts of generals, paratroopers, pilots, infantrymen, medics, journalists, and their families recreate June 6, 1994. Included are 90 photographs.

Guderian, Heinz. *Panzer Leader.* Newport Beach, Calif.: Noontide Press, 1988. Guderian traces the development of revolutionary tank tactics from the Atlantic coast to the Russian steppes. The author also discusses his relationship with Hitler and the plot to assassinate the German leader.

Gunther, John. *Inside Europe.* New York: Harper and Brothers, 1936. Until his death in 1970, Gunther was one of the best-known and respected U.S. journalists. As a foreign correspondent for the *Chicago Daily News*, Gunther saw firsthand some of the momentous events and persons of this century. Though this book is long out of print, students and teachers who seek it in libraries will find Gunther's analyses of the events of 1933–36 fascinating. He discusses Hitler, Mussolini, Laval, Baldwin, Stalin, and numerous others. See also the author's *D-Day* (Harper and Brothers, 1944), an insightful account written during the heat of the war.

Hanmer, Trudy J. *Cities at War: Leningrad.* New York: New Discovery Books (Maxwell Macmillan International), 1992. During the 1970s, a popular joke circulated among Leningrad's residents: "Where were you born? St. Petersburg. Where were you educated? Petrograd. Where do you now live? Leningrad. Where do you want to live? St. Petersburg?" The book is listed for its good photographs of the city during World War II. See also Nathan Aaseng's *Cities at War: Paris*, from the same publisher.

The Japanese attack on Pearl Harbor on December 7, 1941, marked the entry of the United States into World War II. Courtesy of the Library of Congress.

Harrer, Heinrich. *Seven Years in Tibet.* Los Angeles: Jeremy P. Tarcher, 1982. An Austrian mountain climber, the author escaped from India as a POW in 1943 and entered Tibet, a remote country whose inhabitants were suspicious of all foreigners. He avoided deportation and soon became adviser to the Dalai Lama, the Tibetan God-King.

Harries, Meirion, and Susie Harries. *Soldiers of the Sun: The Rise and Fall of the Imperial Japanese Army.* New York: Random House, 1991. Firsthand accounts and archival material provide a study of the outfitting, military philosophy, atrocities, and strengths and weaknesses of the Imperial Japanese Army.

Harris, Sheldon. *Factories of Death: Japanese Biological Warfare 1932–45 and the American Coverup.* New York: Routledge, 1994. The diabolical operations of biological warfare research in Manchuria encompass the first half of Harris's book. In the second half, Harris relays how U.S. scientists who were engaged in biological warfare research were attracted by the "forbidden fruit" of human experimentation on unknowing subjects. Harris provides a well-documented study of a rarely discussed yet horrifying aspect of World War II.

Hart, B. H. Liddell. *The German Generals Talk.* New York: William Morrow, 1979. German generals who served in Hitler's Third Reich discuss questions such as whether Hitler was a military genius, why his generals did not overthrow him, and why Hitler allowed the Dunkirk evacuation.

*Hautzig, Esther. *The Endless Steppe.* New York: Harper & Row, 1987 (originally published in 1968). Esther Rudomin and her family are arrested by the Russians in 1941 for crimes against the state and are sent from their native Poland to Siberia for punishment. This gripping story, appropriate for students, chronicles the family's efforts to survive the bitter cold, lack of food, and backbreaking work that characterized their exile in the wastelands.

Heinrich, Willi. *The Cross of Iron.* Newport Beach, Calif.: Noontide Press, 1988. Originally published in 1956, this account of World War II's eastern front includes vivid scenes of battles, one of which took place in an abandoned Russian factory. The author was an infantryman in the German army.

Heppner, Ernest D. *Shanghai Refugee: A Memoir of a World War II Jewish Ghetto.* Lincoln: University of Nebraska Press, 1993. The author vividly describes his experiences in Nazi Germany, the flight he and his mother undertook to escape to Shanghai, the impact of being unprepared for living conditions in Shanghai, and their eventual settlement in the United States. This student book, which includes interesting photographs, presents the perspective of Jews during this period.

*Hersey, John. *Hiroshima.* New York: Alfred A. Knopf, 1988. This revised edition of the original book, first published in 1946, not only tells the powerful stories of six survivors of the atom bomb at Hiroshima but also now includes a section on how their lives have unfolded during the past four decades. Hersey, a gifted writer, adroitly shows the profound effects that the bomb had on these survivors and on mankind in general.

Hieb, Colonel Harley F., retired. *Heart of Iron.* Stockton, Calif.: Heritage West Books, 1995. The author was an army enlistee who escaped the infamous Bataan "death march." He spent three years in the jungles of the Philippines, where he organized a band of 45 Filipino guerrilla fighters who survived to join the American forces in 1945. Maps and photographs are included.

Hilbers, Greg. *Hot News: Historic Front Pages.* Hilbers provides school libraries and others with photocopies of front pages announcing pivotal events during World War II. Sixteen front pages taken from U.S. newspapers give students a sense of immediacy as they read of Iwo Jima, the Battle of the Bulge, the death of Hitler, the atomic bomb, and other momentous events. What began as a private collection has grown into a community-spirited public service. Complete sets of World War II pages make attention-getting displays in classrooms, libraries, or cafeterias. For purchasing information, contact Greg Hilbers at 6600 W. Warner, Suite 78, Huntington Beach, CA 92647, (714) 842-2370.

Hoggan, David L. *The Forced War: When Peaceful Revision Failed.* Marina Del Rey, Calif.: Institute for Historical Review, 1989. The actions and motives of those who made the war and those who tried to stop it are examined in detail. The alleged guilt of Germany in unleashing an aggressive war is described through unusual perspectives and insights.

Honan, William H. *Visions of Infamy.* New York: St. Martin's Press, 1991. This book is a riveting account of Hector Bywater, the journalist who described in detail the war between Japan and the United States 20 years before Pearl Harbor. Bywater's grasp of geography was pivotal in the development of his thesis.

Hough, Richard, and Denis Richards. *The Battle of Britain.* New York: Norton, 1990. This is an engrossing account of the greatest air battle of World War II. Full of illustrations, this complete source gives in-depth descriptions of the men who fought and of the battles themselves. *Publishers Weekly* called it "a definitive account . . . a first-rate work of scholarship written for the general reader."

**How the Peace Was Lost: The 1935 Memorandum—Developments Affecting American Policy in the Far East.* Edited by Arthur Waldron. *HOOVER ARCHIVAL DOCUMENTARIES* series. Stanford, Calif.: Hoover Institution Press, 1992. Ambassador John Van Antwerp MacMurray's famous memorandum, written in 1935, predicted war with Japan if the U.S. did not ameliorate its Asia policy. He argued that, though we would win the war with Japan, Russia would destabilize Asia. Ignored at the time it was written, the memorandum later proved to be astoundingly accurate.

Hungary in Transformation to Freedom and Prosperity. Prepared by the Blue Ribbon Commission. Indianapolis, Ind.: Hudson Institute, 1990. This is an English translation of the "action plan" by the international commission convened to help Hungary's new democratic government chart the heretofore unexplored route from a communist to a market economy. The Hudson Institute coordinated much of the work of the commission.

Hurwitz, Johanna. *Anne Frank: A Life in Hiding.* New York: Beech Tree, 1988. This is the true story of the teenage girl who wrote the famous diary between July, 1942, and August, 1944, that chronicled the two years she and her family spent hiding from the Nazis.

***Iwo Jima.* Audiocassette (CMR-1071). Sandy Hook, Conn.: Radio Yesteryear, 1993. One of the bloodiest battles of World War II is the subject of this recording of actual broadcasts made in February, 1945. The cassette is a tribute and memorial to the U.S. Marines who engaged in this battle. For purchasing information, contact Radio Yesteryear at (800) 243-0987.

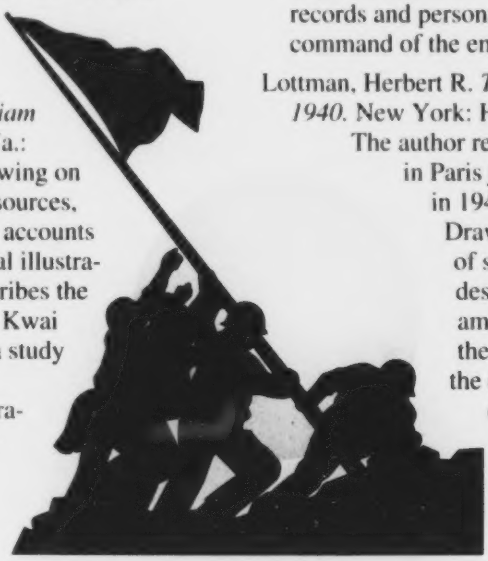
Jucas, James. *War on the Eastern Front: The German Soldier in Russia, 1941–1945.* Mechanicsburg, Pa.: Greenhill Books, 1991. The terrible battle conditions experienced by German soldiers who fought at Stalingrad, Leningrad, and Kursk are recounted in this illustrated book.

Kaplan, P., and R. Collier. *Their Finest Hour: The Battle of Britain Remembered.* New York: Abbeville Press, 1989. Compelling photographs and recollections of Allied and Luftwaffe pilots, ground crew, and civilians recreate the 15-week aerial contest of the Battle of Britain. A true picture of the battle, in human terms, is portrayed.

Keegan, John. *The Second World War.* New York: Viking Penguin, 1990. The author analyzes strategies and consequences in this panoramic military history of World War II. He analyzes crucial battles in depth; describes positions of the major combatants; and provides information on weapons production, espionage, and resistance. See also Keegan's *Six Armies in Normandy: From D-Day to the Liberation of Paris,* published by Penguin in 1983.

Kersaudy, Francois. *Norway 1940.* New York: St. Martin's Press, 1987. Kersaudy describes the little-known 1940 Norway campaign, which had a powerful influence on the course of World War II in Europe. Though this book is out of print, it is available in some libraries.

Kinvig, Clifford. *River Kwai Railway: The Story of the Burma-Siam Railroad.* McLean, Va.: Brassey's, 1992. Drawing on Japanese and Allied sources, including eyewitness accounts and prisoners' original illustrations, the author describes the building of the River Kwai railway. Included is a study of the psychological effects of the incarceration and ill treatment of prisoners.



Kort, Michael G. *The Cold War.* Brookfield, Conn.: Millbrook, 1994. At the end of World War II, two of the greatest military powers, the Soviet Union and the United States, began a worldwide struggle of ideologies and ways of life that were fundamentally opposed. Kort explains the origins, traces the course, and describes the personalities in this bitter conflict.

Lepak, Keith John. *Prelude to Solidarity: Poland and the Politics of the Gierek Regime.* New York: Columbia University Press, 1988. In this detailed analysis of Poland under Edward Gierek in the decade prior to the establishment of Solidarity, the author argues that the communist regime's failure to manage Poland's dilemmas gave birth to Solidarity.

Lord, Walter. *Incredible Victory.* New York: Harper Perennial, 1993. Japan's dominant position in the Pacific during World War II was reversed in the Battle of Midway. Sections of the book are based on authentic Japanese naval records and personal diaries of those in command of the emperor's fleet.

Lottman, Herbert R. *The Fall of Paris, June 1940.* New York: HarperCollins, 1992. The author recounts the five weeks in Paris just before its capture in 1940 by the Germans. Drawing on a wide range of sources, the author describes reactions among Parisian families; the last French leaders; the efforts of other countries, including Churchill's England, to hold off defeat;

and the aftermath of the conquest. Many unusual photographs illustrate this book.

Luther, Craig W. H. *Blood and Honor: The History of the Twelfth S.S. Panzer Division, "Hitler Youth," 1943–1945.* San Jose, Calif.: R. J. Bender Publishing, 1987. The origins and actions of the Hitler Youth, especially in France and Russia, are described in detail. Included are several appendixes with material on structure and ranks, selected battle plans, awards, and documents concerning selected campaigns. Photographs depict officers and men as well as battle scenes.

The Marshall Plan: A Retrospective. Edited by Stanley Hoffman and Charles Maier. Boulder, Colo.: Westview, 1984. This scholarly collection of essays constitutes a comprehensive examination of the Marshall Plan for advanced readers. Sections on the European response to the plan and its international legacy exemplify its profound influence on postwar Europe and provide an explanation of the roots of America's present-day world position. This book recently went out of print.

Marx, Trish. *Echoes of World War II.* Minneapolis, Minn.: Lerner, 1994. The author tells the stories of six children who grew up during World War II in different countries—England, Japan, and Germany. In each struggle for survival there is horror and sadness, but also courage and hope.

Mein Kampf—Hitler's Rise and Fall. Videocassette, 117 minutes. Charleston, W.Va.: Cambridge Social Studies, n.d. Hitler's attempt to conquer the world is the subject of this documentary, which contains footage from the archives of the Nazi S.S. Elite Guard. For ordering information, contact the publisher at (800) 468-4227.

Miner, Stephen Merrett. *Between Churchill and Stalin.* Chapel Hill: The University of North Carolina Press, 1988. This is an interesting and well-documented study of the Anglo-Soviet wartime policy and the origins of the Grand Alliance. Although this book is out of print, it is available in some libraries.

Mishima, Yukio. *Death in Midsummer and Other Stories.* New York: New Directions, 1966. The author was of the samurai class, and his writing reflects both his samurai views and his strong nationalism. Although he lived long after the collapse of Japan at the end of World War II, he continued to hold these views until his death. He committed suicide in the 1970s to protest Japan's failure to maintain the spirit of Bushido (way of the warrior). His stories reflect the extreme nationalism that brought the military to power in Japan in the 1930s. Some stories are based upon actual incidents, such as the military coup in Tokyo in 1937; others, while fictional, nevertheless reflect the spirit of Bushido. The author also wrote *The Way of the Samurai* (New York: Putnam Publishing Group, 1983).

Morgenstern, George. *Pearl Harbor: The Story of the Secret War.* Marina Del Rey, Calif.: Institute for Historical Review, 1991. Morgenstern describes the attack on Pearl Harbor and the complex diplomatic and military events that led to it. The author believes that the attack was planned to unite public opinion behind entry into the war.

Ngor, Haing, with Roger Warner. *A Cambodian Odyssey.* New York: Warner Books, 1989. Arrested by the Khmer Rouge in the mid-1970s for reasons pertaining to his high social standing, Dr. Ngor survived brutal labor camps, torture, and the loss of almost half of his body weight to tell the story that more than one million Cambodian dead could not.

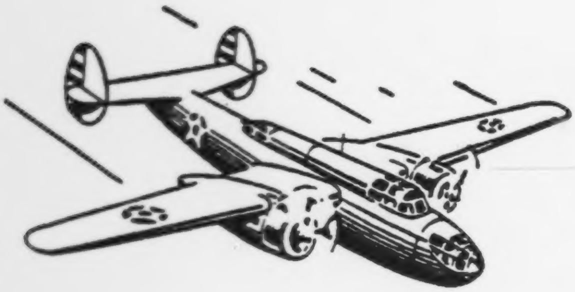
Nicholas, Lynn H. *The Rape of Europe: The Fate of Europe's Treasures in the Third Reich and the Second World War.* New York: Alfred A. Knopf, 1994. While this book relays the Nazis' attempt to steal, dismantle, and destroy Europe's artistic heritage, Nicholas also tells of the efforts to preserve, persevere, and resist. Historic photographs add to this fascinating and rarely studied aspect of the war.

North, Peter. *Eagles High: The Battle of Britain—50th Anniversary.* Hamden, Conn.: Shoe String Press, 1990. The summer of 1940 is recaptured in full-color illustrations of skirmishes and the aircraft involved. Histories of the events and explanations of the operations are included, along with detailed maps, diagrams, statistics, and a glossary.

Olland, Richard. *Fisher and Cunningham: A Study of the Personalities of the Churchill Era.* London, U.K.: Constable, 1991. Olland's book is a study of the characters and personalities of two men who made lasting contributions to the modern British navy. Both men had notable encounters with Winston Churchill while they were first sea lords and admirals of the fleet.

**The Oxford Companion to World War II.* Edited by I. C. B. Dear and M. R. D. Foot. New York: Oxford University Press, 1995. In this extraordinary reference work, 140 experts cover every aspect of the conduct and experience of the conflict, from grand strategic decision making to the struggles of daily life. More than 1,700 entries—ranging from brief identifications to in-depth articles on complex subjects—bring the far-flung elements and events of the war into focus. Here are essays on overarching themes and broad topics, as well as military campaigns, battles, and scores of analytical biographies. The *Companion* also provides exceptional coverage beyond the military and political spheres, revealing the war's effects on the millions of noncombatants. This is a book recommended for library and classroom use.

Resistance fighters routing out German snipers, Paris, 1944. The Bettmann Archive



Packard, Jerrold M. *Neither Friend nor Foe: The European Neutrals in World War II.* New York: Charles Scribner's Sons, 1992. Strategy and sheer luck helped Switzerland, Sweden, Spain, Portugal, and Ireland preserve their neutrality against a background of strained negotiations with the Axis and Allies.

**Pearl Harbor: Day of Infamy.* Two sets of audiocassettes. Sandy Hook, Conn.: Radio Yesteryear, 1994. Highly recommended for libraries and history departments, this series includes recordings of continuous, round-the-clock coverage by the National Broadcasting Company. The set designated PH-RED includes the Red Network bulletins; PH-BLUE contains those of the Blue Network. Each set consists of ten hours of broadcasting. For price and purchasing information, contact the producers at (800) 243-0987.

The Pearl Harbor Papers: Inside the Japanese Plans. Edited by Donald M. Goldstein and Katherine V. Dillon. McLean, Va.: Brassey's, 1993. The editors have chronologically arranged and annotated the secret plans, battle group histories, and intimate letters and diaries of the key Japanese naval officers who planned, organized, and executed the assault on Pearl Harbor.

Piekalkiewicz, Janusz. *Moscow, 1941: The Frozen Offensive.* New York: Arms and Armour Press, 1985. This factual account of "Operation Typhoon" presents, in detail, events of the campaign and the vast forces of propaganda at work on both sides. The book's resources include news reports, military dispatches, media accounts, diary entries, and other primary source materials.

Quarrie, Bruce. *Lightning Death: The Story of the Waffen S.S.* Newbury Park, Calif.: Haynes, 1991. This is a graphic history of Himmler's organization—its growth, mystique, and "achievements." Illustrations are included to give greater reality to the grim precision of a machine designed for inhumanity.

Ramati, Alexander. *And the Violins Stopped Playing.* New York: Franklin Watts, 1986. Ramati tells of the holocaust that claimed the lives of 500,000 Gypsies between November, 1942, and January, 1945, at the same time the Jews were being murdered by the Nazis. The author describes the life and customs of the Lowland Gypsies and reveals suppressed, hardly known historical facts. The book is out of print but is worth seeking for its evocatively written, painstakingly detailed descriptions recalled shortly after events had occurred.

Read, Anthony, and David Fisher. *The Fall of Berlin.* New York: W. W. Norton, 1993. The role of Berlin in World War II, starting with the Olympic celebrations of 1936 and continuing through the city's destruction, is described. Portraits of people, ordinary and famous, who lived through the era are included.

Reynoldson, Fiona. *Women and War.* New York: Thomson Learning, 1993. Reynoldson's emphasis on World War

II complements this unit. The text and illustrations are simple enough for high school students to understand. Coverage of the topic includes China, Japan, the Soviet state, and European countries.

Rhodes, Anthony. *Propaganda: The Art of Persuasion, World War II* (Reprint). In two volumes, edited by Victor Margolin. London, U.K.: Chelsea House, 1984. Rhode's illustrated compendium of all forms of propaganda used by the Allied and Axis powers includes posters, cartoons, and stills from films. The book shows how different countries treated similar themes and borrowed from each other.

Ross, Stewart. *The United Nations.* New York: Watts, 1990. Another volume from the *Witness History* series, this work examines the role of the United Nations, from its origins to present day. The book does an especially good job of showing the UN's reactions to various crises, such as human rights abuses and Middle Eastern wars, that have occurred since the international body's inception.

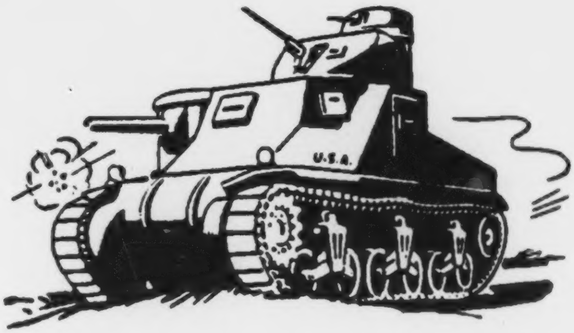
Ruge, Freidrich. *Rommel in Normandy.* Translated by Ursula R. Moessner. Novato, Calif.: Presidio Press, 1979. Defeat was certain, yet Rommel did his best to defend the coast against imminent invasion. Ruge, a firsthand witness, tells of the frustration and despair of Rommel and other German officers at the impossibility of the task imposed on them by Hitler's irrational optimism. Though this book is out of print, it may be found in libraries.

Rusbridger, James, and Eric Nave. *Betrayal at Pearl Harbor: How Churchill Lured Roosevelt into World War II.* New York: Summit Books, 1991. The authors investigate documentary records revealing what was known about Japanese plans for Pearl Harbor by top officials of the British and American governments and showing that each government's naval intelligence attempted to break the Japanese plans.

Sajer, Guy. *The Forgotten Soldier: The Classic WW II Autobiography.* McLean, Va.: Brassey's, 1990. A soldier describes the Russian campaign from a German viewpoint. "I don't think that anyone who reads it to the end will ever forget it," said the *New York Times* reviewer.

Secher, Hebert Pierre. *Bruno Kreisky, Chancellor of Austria: A Political Biography.* Pittsburgh, Pa.: Dorrance Publishing, 1994. Kreisky was the man who, against all odds, became the leader of Austria and led the country out of the post–World War II depression and into the modern era. This is an interesting portrait of Secher, who is not widely known.

Silverstein, Herma. *David Ben-Gurion.* New York: Watts, 1988. This readable biography discusses the man most responsible for the creation of the



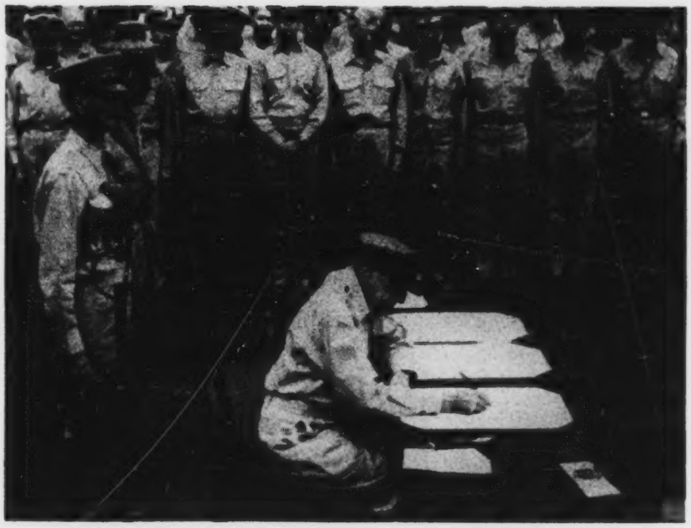
modern state of Israel. Ben-Gurion was a zealous Zionist throughout his life and eventually became Israel's first prime minister. Herma's book is a comprehensive examination of the creation of the state of Israel and the man who dedicated his life to that cause.

**Sledge, E. B. *With the Old Breed at Peleliu and Okinawa.* Novato, Calif.: Presidio Press, 1981. The U.S. marine assault on the central Pacific island of Peleliu is regarded as a relatively minor engagement. But to the young men who fought it, there was nothing minor about it: It was a bloody, wearying, interminable encounter, with heavy losses. Eugene B. Sledge realistically tells about his experience and about the courage, vitality, and bravery of the marines and their fight for survival. This book is recommended for the fighting man's perspective and the depiction of sacrifice and bravery. Paperback editions of this book are available from Bantam and Oxford University Press.

****The Sound of War.* Nine audiocassettes (9CMR-1). Sandy Hook, Conn.: Radio Yesteryear, 1994. This is an actual sound history of World War II, from the days Hitler's Panzers moved into Poland to the Japanese surrender aboard the battleship *Missouri.* Contact the producers at (800) 243-0987.

Song of Survival. Videocassette. Champaign, Ill.: University of Illinois Film and Video Center, 1985. During World War II, a group of Dutch, British, and Australian women who were held in a Japanese prison camp formed a choir to sustain their spirits. This videotape follows the survivors as they revisit the camp site and relay their experiences. This videotape adds a "human interest" element to the study of the war: It is a poignant, deeply affecting film of extraordinary emotional power. The unique subject material is a little-known dimension of the war.

Soviet Art in Wartime. Washington, D.C.: Embassy of the Union of Soviet Socialist Republics, February, 1943. This collection of articles and photographs of noted artists and art events at the beginning of World War II is a useful historical document. The opening article describes a meeting of the Moscow Anti-Fascist Representatives of Soviet Arts. The meeting, which was attended by some American celebrities symphathetic to Marxist ideas, prompted protests and disdain from other citizens, including



On September 2, 1945 (Tokyo time), aboard the battleship Missouri *in Tokyo Bay, the Allies and Japan signed the surrender agreement ending World War II.* Courtesy of the Library of Congress.

Russian Americans such as pianist Sergei Rachmaninoff.

Stafford, David. *Britain and European Resistance, 1940–1945.* Toronto, Canada: University of Toronto, 1983. British strategy during the Second World War is significantly revealed in this account of battles fought in Europe, from Norway to Greece, and in Whitehall.

Stahlberg, Alexander. *Bounden Duty: The Memoirs of a German Officer, 1932–45.* McLean, Va.: Brassey's, 1990. Vivid and arresting depictions of the enemy camp in the Second World War are presented in these memoirs.

Stanford Program on International and Cross-Cultural Education. SPICE, Littlefield Center, 300 Lasuen Street, Stanford, CA 94305. This curriculum-development project offers a substantive collection of inquiry-based, multimedia curriculum materials. *Collapse of a Multi-Ethnic State: The Case of Yugoslavia,* is useful for studying the effects of World War II on the post–cold war period. See also the publisher's *Episodes in the History of U.S.-Japan Relations: The View from Both Sides of the Pacific; Eastern Europe: Captive Lands; Eastern Europe: Dissidence/ Censored.*

Steinbeck, John. *The Moon Is Down.* New York: Penguin, 1982. Although the identification of the enemy in this novella is not specifically stated, this is a powerful story of one small Norwegian town and its occupation by the Germans. Its theme is that free men may be overcome, but an indomitable spirit will eventually triumph over tyranny.

Sydnor, Charles W. *Soldiers of Destruction: The S.S. Death's Head Division, 1933–1945.* Pennington, N.J.: Princeton Book Company, 1990. Documented administrative and battlefield history reveals the evolution and wartime activities of one of the most notorious Nazi Waffen S.S. divisions, which eventually became the Third S.S. Panzer Division, *Totenkopf.*

Terraine, John. *The U-Boat Wars: 1916–1945.* New York: Putnam, 1989. Personalities of Germany and Great Britain are portrayed in this account of the German submarine effort, which was the greatest danger to Great Britain throughout the Second World War.

Thomas, Gordon, and Max Morgan Witts. *Guernica: The Crucible of World War II.* Lanham, Md.: Scarborough House, 1991. The three-day period of slaughter in the air attack of April, 1937, on Guernica is presented in a detailed, moment-by-moment reconstruction through interviews with survivors in Spain as well as with the Germans who flew in the Condor Legion. Its "curtain raiser" effect on World War II is discussed in depth.

Thompson, Robert Smith. *A Time for War: Franklin Delano Roosevelt and the Path to Pearl Harbor.* New York: Prentice Hall Press, 1991. Thompson presents the theory that the Roosevelt administration was neither isolationist nor neutral and provoked the Japanese attack on Pearl Harbor.

TIME-LIFE'S WORLD WAR II. Alexandria, Va.: Time-Life Books, 1980. Six volumes compose a graphic history of military events in various geographical sectors: *Across the Rhine; Italy at War; Japan at War; The Red Army; The Rising Sun;* and *Russia Besieged.* Included are bibliographies, chronologies, and other reference material.

Toland, John. *Infamy.* New York: Berkeley, 1984. In a thorough investigation of what transpired during the days leading up to the Japanese surprise attack on Pearl Harbor, a Pulitzer Prize–winning author meticulously details the story of the military and political leaders who might or might not have known about the attack beforehand. Toland's conclusions are controversial.

Torney-Purta, Judity. "Human Rights," in *Teaching for International Understanding, Peace and Human Rights.* Edited by Norman Graves et al. Paris: UNESCO, 1984. This article describes 25 classroom activities on human rights, discrimination, and the plight of refugees. It is available through social studies supply houses.

Trefousse, Hans L. *Pearl Harbor: The Continuing Controversy. An Anvil Original,* Louis L. Snyder, general editor. Malabar, Fla.: Robert E. Krieger, 1982. With reference to the opinions of eminent authorities in the field, the author discusses in detail disputed questions about the Japanese attack on Pearl Harbor. Questions which have raged since the occurrence of the event include What did the Roosevelt administration know about Japanese plans? Why did the Japanese decide to attack the American fleet? and What was Germany's role in the disaster?

Trevor-Roper, Hugh. *The Last Days of Hitler.* New York: Macmillan, 1986. Trevor-Roper's book describes the discoveries the author made in 1945 when he was appointed by British intelligence to investigate conflicting evidence surrounding Hitler's final days.

von Mullenheim-Rechberg, Baron Burkard. *Battleship Bismarck: A Survivor's Story.* Annapolis, Md.: Naval Institute, 1990. The author, the *Bismarck*'s only surviving officer, chronicles the life and end of this great ship. The story has been expanded to include the author's personal reflections about events in Nazi Germany.

Vonnegut, Kurt. *Slaughterhouse Five: The Children's Crusade.* New York: Dell, 1978. In this book, part science fiction and part war novel, Vonnegut's description of the firebombing that destroyed the city of Dresden in 1945 bears the stamp of authenticity: The author was there during the 24 hours of Allied bombing.

**War Through Children's Eyes: The Soviet Occupation of Poland and the Deportations, 1939–1941.* Edited by Irena Grudzinska-Gross and Jan Tomasz Gross. *Hoover Archival Documentaries* series. Stanford, Calif.: Hoover Institution Press, 1981. Tens of thousands of Polish children perished during the Soviet occupation. This collective autobiography comprises 120 essays written by Polish children who suffered and survived and were finally evacuated from Russia.

Weinstein, Alfred A. *Barbed-Wire Surgeon.* New York: Macmillan, 1948. Though out of print, this book is one of the few authoritative eyewitness accounts of the Bataan "death march" that have been written and published. Survivors of the march attest to the book's faithful reflec-

tions of their experiences. Equally well regarded is Robert W. Levering's *Horror Trek* (New York: Hearthstone book, Carlton Press, 1948; revised 1979) and Robert V. Reynold's *Of Rice and Men* (Pittsburgh, Pa.: Dorrance and Co., 1947). Students and teachers are urged to search libraries for these and other firsthand accounts of this sometimes-ignored event of the war.

Wicks, Ben. *The Day They Took the Children.* Don Mills, Canada: Stoddart Publishing Co., 1989. Reminiscences of vivid personal memories of the evacuation of Britain's bomb-threatened cities by the children living in them in 1939 are quoted by Wicks. Included are photographs on every page depicting the children's evacuation, destination, activities, and the wartime cities which they fled.

Wilhelm, Maria de Blasio. *The Other Italy: The Italian Resistance in World War II.* New York: W. W. Norton, 1988. Through vignettes of their individual actions, the author chronicles the resistance to the Nazis by youths, peasants, priests, nuns, and other Italian patriots from 1943 to the end of the war.

Wilkens, Steven. *Transport.* Pittsburgh, Pa.: Dorrance Publishing, 1992. During World War II, a tanker must transport a mysterious cargo to a rendezvous with the American fleet in the Sea of Japan. This novel is a tense, suspenseful tale for students who enjoy recreational reading that mixes fiction and history.

Williams, Doug. *The Specialized Agencies and the United Nations.* New York: St. Martin's Press, 1990. This book discusses the purposes, functions, and conflicts among various UN agencies.

Willmott, H. P. *The Great Crusade.* London, U.K.: Michael Joseph, n.d. World War II engulfed every major power in the world and killed 57 million people. This account of the war discusses many of the controversial issues of the European and Far Eastern theaters, including the Allied bombing offensive.

Woods, William. *Poland: Eagle in the East.* New York: Hill and Wang, 1968. This scholarly yet easy-to-read book traces the history of Poland from World War II to 1968. Some of its best details help to illuminate the intricacies of Poland's postwar recovery and the communist takeover. The author interviewed hundreds of people during his visits to Poland and has condensed all that he learned into a generally objective work. Although it is now out of print, this book can be found in libraries and some bookstores.

World War II Teaching Aids. Protection and Military Products, Lewis Educational Products Division, 1019 East Hillsboro Boulevard, Deerfield Beach, FL 33441. Information: Alan Sisisky (305) 570-9111; Orders: (800) 881-8811. A lesson plan, historic newspapers, historic posters, and a 2 1/2 hour videotape with lesson plan are available individually or as a package. The videotape of World War II is compiled from original news and combat films.

Yep, Florence. *My Memories.* Pittsburgh, Pa.: Dorrance Publishing, 1994. The author recounts her great hardships during World War II. Only faith and persistence can account for her endurance. This firsthand account makes inspirational reading.

Courtesy of the University of San Francisco Archives.

On a soggy October afternoon in 1938, the University of San Francisco faced off against St. Mary's College at Kezar Stadium in San Francisco. A joyous moment in that game is recorded in the photograph above. Sophomore Bill Telesmanic (center) had just caught a 45-yard touchdown pass from Cliff Fisk, giving the USF Dons their first touchdown against the Gaels since 1932. Celebrating with Telesmanic after the catch were Danny Fisk (left) and Dante Benedetti (right). The following day, this photograph ran in the San Francisco Chronicle *under the heading "Joy That Died," because USF lost the game, 13–6.*

It was a prophetic headline. By the end of 1942, all three young men had been killed or were missing in action in World War II. Fisk died in a training flight in California, Benedetti was listed as missing in action in the South Pacific, and Telesmanic was killed in action in North Africa.

Although World War II began far from the main streets and farms of the United States, it affected American youth decisively and mercilessly, in a way that world events had not previously done. The sacrifice of young men like these continues to inspire remembrances and observances throughout our nation and in other parts of the world as well.

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Unit VIII

Nationalism in the Contemporary World

(See page 89–92 of the *History–Social Science Framework.*)

Topics in the Unit:

Suggested Time: variable, based on the teacher's organization of the unit

- **China and the Soviet Union**
  - Sun Yat-sen and the hope of Nationalist China
  - Conditions leading to a Chinese revolution
  - Revolution and consequences, including Chiang Kai-shek and his rule on Taiwan
  - Mao and the communist ideology
  - Comparisons of forced collectivization, "class enemies," murder of dissidents
  - The quelling of protests on behalf of liberty in June, 1989
  - Geopolitics of current aspirations in Asia
- Revolutions: differences in kind
  - Definitions
  - Revolt as a means to overthrow
  - Revolution as a means to reestablish, preserve, or achieve orderly change
- Disintegration of the Soviet Union
  - Events and conditions leading to Gorbachev's rise; his foreign and domestic policies
  - Political chaos and economic decline; the effect of international diplomacy
  - U.S. policies and diplomacy
  - The end of the Soviet Union: Yeltsin
  - Contemporary issues and problems facing Russia, its former satellites, the Baltic republics, and so forth

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- The Middle East: Israel and Syria
  - Geopolitical factors; the Holocaust as a factor
  - Israeli and Syrian governments
  - Overview of Syria's history
  - Pan-Arab unity and Syria's efforts toward improvement

- Sub-Saharan Africa: Ghana and South Africa
  - Historic and geographic backgrounds
  - Review of Ghana, Mali, the slave trade
  - European colonization and economic exploitation
  - Present-day achievements and challenges of Ghana
  - South Africa's struggle for independence and against apartheid
  - Regional tensions

- Latin America: Mexico and Brazil
  - Geographic overview of Central and South America (political divisions, natural features, resources, population patterns)
  - Mexico's national identity and heritage; overview of its history
  - Domestic and regional problems; international challenges
  - Mexican relations with the United States
  - Brazil's cultural diversity and immigration
  - Brazil's geo-economic contrasts
  - Resettlement programs; ecological concerns and consequences; options for the future

- An application of multiple causation in analyzing contemporary problems

Uses and Significance of the Unit

The topics outlined for this unit reflect the description of Unit VIII in the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade 12* (1988). Although the list of resources for this unit includes a number of useful materials pertaining to these topics, since the *Framework*'s publication in 1988, the world has changed. To address the changes and the events which propelled them, teachers must update and expand the suggested comparison studies and, in some cases, substitute new ones.

The unpredictable nature of contemporary events presents instructional challenges. By the time curriculum publications become available, their contemporary focus may have become historical. As one teacher observed, "Teaching about current events is a little like living at the top of a volcano: You thrive from eruption to eruption." For this reason, periodicals such as newspapers, magazines, and journals are vital for studying and researching recent events or issues. Their use in classrooms should be continuous.

Other sources for timely material that reflects a spectrum of opinion are the informational bulletins, lecture transcripts, and similar resources produced by policy foundations. Several such organizations are listed in Unit I's "Resources" section and Appendix I-2; a broader sampling is outlined on pages 238–244 of *Course Models for the History–Social Science Framework, Grade 12—Principles of American Democracy*. Journals specializing in world affairs (e.g., *Foreign Affairs, The National Interest, Journal of Democracy,* and *World Politics*) sometimes publish running debates over several consecutive issues, with divergent views vigorously maintained by scholars and other experts writing on a particular controversy. Sometimes United States–based international consulates are willing to provide information on topics relating to their specific nations. Such publishers as the Westview Press of Boulder, Colorado, devote entire catalogs to new books on international studies. In addition, some resources for studying recent events are cited in the "Resources" for this unit under the heading "The Changing World."

An essential reference book for Unit VIII is *The Central Intelligence Agency World Fact Book*. Updated annually, this resource is available in print or on the Internet and contains a wealth of information that is useful for each comparison study. Copies are recommended for school libraries and classrooms; purchasing information is available from the CIA Public Affairs

Staff, Washington, DC 20505, (703) 351-2053. For information on Internet access, teachers should consult local librarians.

The use of databases and student-maintained accordion files, recommended for Unit I, is also recommended for Unit VIII. A team of three students, for example, can amass clippings and photocopies of relevant articles throughout the year if members know in advance the nation and issues for which their team is responsible. Toward the end of the year, two teams combine to develop a comparison study of their two nations. In evaluating the reports (oral or written), teachers assess the research methods and accomplishments of each team as well as the cooperative comparison study. (This strategy works especially well if Units I and VIII are merged, as mentioned in "Uses and Significance of the Topic" for Unit I.)

An additional resource is the International Negotiations Project, a program whereby students work in teams as a "nation" and negotiate with other classroom or school teams via competitions. Interested teachers may contact Ronald Herring, Executive Director, California International Studies Project, (415) 723-6875, regarding opportunities for classroom or school participation.

As an initial step in preparing to teach this unit, teachers may want to read five paperback books from Louis Snyder's *ANVIL* series (Malabar, Fla.: Krieger Publishing Company, various dates): *Nationalism: Its Meaning and History*, by Hans Kohn (Revised edition, 1982); *Contemporary Nationalisms: Intensity and Persistence*, by Louis L. Snyder (1992); *Nationalism and Internationalism: Belonging in Human Experience*, by Boyd C. Shafer (1982); *Pan Americanism*, by John Edwin Fagg (1982); and *Brazil: Emerging World Power*, by Jordan M. Young (1991). These succinct factual accounts are accompanied by extensive primary source documents, a number of which are useful references for both teachers and students.

What should students learn from this unit, regardless of the nations they research? They should learn about different forms of nationalism, certainly. They should also come to realize that nationalism can be a force for good or ill or both. Some teachers begin this unit by requiring students to find as many definitions of nationalism as they can. The following examples indicate strikingly different meanings conveyed by the word:

- Devotion to one's own nation
- Narrow or jingoistic patriotism
- The desire for independence or sovereignty as a nation

- The doctrine that national interests are more important than international ones

Definitions may be melded into a list that serves as a point of discussion and comparison.

It is important that students learn about the geography of the nations they are studying. They should become familiar with place names and physical features; industrial centers and transportation systems; ports and waterways, if any; geopolitical factors; population density; political maps; and all other factors uniquely relevant to the particular nations and the problems being researched. A historical overview should emphasize those events that exert a decided impact on contemporary events and situations. Democratic government, ideals, or problems should receive particular focus as well (e.g., parliamentary government, popular elections, the roles of citizens). In their research and reports, students should apply the knowledge of multiple causation they have gained from working with spoke diagrams throughout this course.

Students should strive to develop at least three levels of perspective during different phases of their work:

1. They should try to develop a subjective understanding of the nation they study, examining problems as if they themselves were patriotic citizens of that nation. They should ask themselves, "What are your greatest hopes or concerns, given your nation's prevailing issues and conditions? Why?" This perspective is perhaps best developed throughout the reading, research, and discussion phases of the project.
2. Students should mentally "back away" from the material, analyzing issues from a more objective or dispassionate point of view. They should ask themselves, "What are the long-range views regarding a particular issue? What are the implications for the nation's region or hemisphere or for the world at large? How are the present issues or conditions likely to affect the future?"
3. Students should consider their new knowledge from the standpoint of a patriotic American. They should ask themselves questions similar to those in phase 1 of this activity. They also may ask, "Why should Americans study this nation, or even care about it? How does it affect the United States, its relationships with the rest of the world, or Americans' personal lives? What opportunities or limitations confront our nation's leaders regarding this nation? How does your research and new knowledge make you a better citizen?"

One of the most important goals of this unit is to promote students' maturity as researchers. They should be encouraged not only to use libraries, library materials, and library technology effectively but also to persevere when they encounter materials that are difficult to understand in only one reading. Teacher and peer coaching may be necessary when readings are challenging. Though the acquistion of knowledge is often depicted as a lower-order thinking skill, gleaning knowledge from difficult texts requires critical and creative skills. Ideally, research materials should be wide-ranging, from the more accessible encyclopedias, popular news magazines, and briefing papers to the more demanding scholarly works and statistical almanacs. (See "Composing Reports" on page 381.)

New Options for Studies

The following are suggestions for several comparison studies which may serve as additions to, replacements for, or updates to the area studies described on pages 89–92 in the *History–Social Science Framework*. In each case, students should research background information on the countries and select important issues for in-depth study. In analyzing contemporary problems relating to nationalism, students should apply the five categories of human activity introduced in Unit I. Further suggestions for this unit (e.g., studies of Canada, Ukraine, and the former Yugoslavia) will be offered in forthcoming publications of the California Department of Education.

China and Taiwan

As noted in the *Framework*, China became a world power because of its size, military might, natural resources, and economic potential. Today, that observation assumes even greater significance. China, with an estimated 1.2 billion people, continues to build on its position as an economic superpower. Its economy, growing at 2 percent each year for the last 15 years, is perhaps unprecedented in the history of the world; its gross domestic product (GDP) increases at a rate of 8–12 percent per year. Its position in world trade is demonstrated by the number of international businesses now eagerly seeking Chinese markets.

The goal of a wealthy and powerful China has been advanced by every significant Chinese leader in the twentieth century, regardless of ideology. This goal originated in the nineteenth century, when China experienced the frustrations and humiliations of foreign domination, poverty, and a long-standing feudal society that could not compete effectively in an increasingly mechanized and industrialized world. Achieving this goal has been at the center of Chinese history ever since and continues to be a key factor in China's world eminence today.

As students review recent Chinese history, they will need to consider the nature and personality of Mao Tse-tung. On the one hand, Mao was one of the deadliest dictators to rule during this century—a fact amply demonstrated by his wide-scale massacres of his own people and by the growing amount of other information regarding his personal character. On the other hand, in his successful determination to rid China of feudalism, Mao unwittingly established an infrastructure conducive to China's current reforms. For example in the years since his death, the People's Republic of China has overlaid his system of collectivism with free-market techniques; agrarian communes have been converted to "household responsibility systems." As a result, the Chinese economy is soaring and is capable of absorbing large amounts of foreign investment. The goal of "guns and butter" seems to be within China's grasp. Ironically, then, the groundwork which Mao intended as part of his communist revolution now serves as the basis for an expanding, modern market economy.

Much of this study should be devoted to a central question: How will China handle its newly achieved wealth and power? The answer involves research into subsidiary issues. How much of China's present expenditure is going toward military matériel? Does China make any territorial claims on lands or waters within its region? What diplomatic requests or demands does it make of Taiwan? What are China's policies regarding restrictions on imports or subsidies for exports? Since the United States is presently the world's largest market, how reasonable are predictions of trade conflicts between the two nations? What are the attitudes toward China's economic growth among nations and governments traditionally regarded as friendly to the United States yet in close geographic proximity to China (e.g., South Korea, Japan, Taiwan, and Hong Kong)? What are the prognoses for potential economic, political, cultural, ideological, and military conflicts?

The Tiananmen Square protests offer yet another interesting avenue for study. While much of the world media portrayed these protests as a quest for democracy, some sinologists assert that such a quest was not at the core of the protests. Students should review the abiding influence of the Confucian "mandate of Heaven" concept of government (see *Course Models for History–Social Science, Grade 6,* pages

128–130 and 153–154); they should assess the extent to which Tiananmen Square represented an outcry against the arbitrariness and corruption of the Beijing government rather than a solidarity movement toward democracy; and they should try to ascertain the fate of any democracy movement. In light of the Tiananmen protesters' possible intentions, the distinction between totalitarianism and authoritarianism and between liberty and democracy can be key learnings.

Authoritarianism relates to the study of Taiwan as well. Established under the authoritarian leadership of Chiang Kai-shek, who fled Mao's forces during the revolution in 1949, the Republic of China seems to be moving toward a democratic form of government. A rapidly growing market economy in Taiwan has helped to create a pluralistic society with middle-class values that is hostile to authoritarianism. As a result, Taiwan will hold its first direct election of a president in 1996.

With these changes, two strains of Taiwanese nationalism have emerged. A large majority of citizens consider themselves Taiwanese and want to transform their "republic of China" into an authentic "republic of Taiwan." Older citizens, including some in the current leadership, still see themselves as Chinese nationalists and subscribe to the belief that the Republic of China remains the rightful government of all China. While these two separate nationalisms do not seem to constitute a divisive issue at this time, students need to research the historical reasons for ardent Chinese nationalism among Taiwan's elite or older citizens.

Taiwan is the best example of an authoritarian, underdeveloped "Third World" nation transforming itself into a democratic form of government and possessing a successful, competitive economy. Students should analyze the reasons for Taiwan's noteworthy economic success and evolution to democracy. Recommended for teachers' background reading and, possibly, student research teams are such books as *Two Societies in Opposition: The Republic of China and the People's Republic of China after Forty Years;* Chi Schive's *The Foreign Factor: The Multinational Corporation's Contribution to the Economic Modernization of the Republic of China;* and *A Unique Relationship: The United States and the Republic of China Under the Taiwan Relations Act* (see "The Changing World" in the "Resources" section). Other pertinent works are listed in both "The Changing World" and "China and the Soviet Union" sections.

Korea and Japan

To understand contemporary Korea, students must begin with an overview of Korean geography and history. For example, they should study the period from 1910 to 1945, when Korea was a colony of Japan, a fact that continues to influence Korea's domestic affairs and its relations with Japan. Students also need to examine how economic development and growth have spurred political liberalization in South Korea and Japan. Students should also study important developments in South Korea since the 1980s: the smooth transition to popular elections; the transition of power from one political party to another; economic development, especially consumerism; and conditions regarding basic freedoms, particularly freedom of speech.

In North Korea, as this document goes to press, there is political instability. The recent death of Kim Il Sung, the only political leader North Korea has known, has led to outside speculation that a reunification of Korea might be forthcoming. The speculation is not completely unfounded. South Koreans indicate a willingness to welcome unification with their fellow Koreans but also express concerns about the inevitable economic drain, similar to the effect of German reunification on West Germany, and the aftereffects of long-standing political hostilities. Korean reunification may be examined as a complex, controversial issue.

After five years of recession, the Japanese economy seems to have come under a cloud. This recession has led to an internal lack of confidence in the country's future at a time when there is also lack of confidence in the political system. Adding to the sense of instability is the fact that, whereas earlier generations could expect to spend a lifetime in the employ of one company, recent college graduates cannot. Many cannot find jobs at all. The causes of these problems, their social impact, and the resultant changes in the Japanese national identity should be explored.

Despite these conditions, Japan remains in a powerful economic position as the second wealthiest nation in the world. Japan is the largest-trading partner among most Asian countries. In fact, South Korea has modeled itself on Japan, using exports as a source of economic growth and development. For example, as Japan has shifted its production of automobiles from economy to luxury models, South Korea has begun to market its economy cars (e.g., Hyundai) in the United States.

Students exploring Korean and Japanese markets may want to research reasons why the United States has willingly acquired a large trade imbalance, attributable largely to its market for Japanese-made automobiles, stereos, televisions, computers, home appliances, and other products. They may also consider how the manufacture in the United States of many Japanese automobiles has somewhat blurred the distinction between Japanese- and American-made cars.

In an effort to help define its role in international society, Japan has made a bid to become a permanent member of the United Nations Security Council. In analyzing Japan's current position, students should investigate the significance of such a membership (its powers and responsibilities). They should also consider why Japan's constitution imposes limits on the use of the country's military; why military limitations appear in the constitution; why the constitution restricts use of the Japanese forces mainly to peacekeeping efforts; and how Japan's military prospects appear for the future.

What are the prospects for relations between Korea and Japan? Japan is concerned about the possibility of Korean unification, especially since there is evidence that North Korea has nuclear capabilities. Unification would likely spur an increase in Japanese military spending, with a consequent destabilization of the region.

Background readings for teachers contain helpful information which students should ferret out in research. Edward Lincoln's *Japan: Facing Economic Maturity* (1988) was followed by his *Japan's Unequal Trade* (1990) and *Japan's New Global Role* (1993), all published by the Brookings Institution in Washington, D.C. Though written from the perspective of American policy, much helpful information may be gleaned from *The United States, Japan, and Asia: Challenges for U.S. Policy,* a collection of essays edited by Gerald Curtis (New York: W. W. Norton, 1994) which encompasses trade, security, regionalism, and other topics. *One Korea? Challenges and Prospects for Reunification,* listed in the "Resources" under "The Changing World, " is a uniquely interesting study of nationalism.

Estonia and South Africa

Estonia and South Africa are two examples of young democracies that show integrity and promise despite having to contend with problems relating to nationalism. Studies of Estonia, the smallest of the three Baltic republics, may focus on five broad areas: economics, government, ethnic conflicts, ecology, and culture, especially the role of music. Estonia comes closer to approaching economic self-sufficiency than perhaps any of the other former Soviet republics. Possessor of a fully-convertible currency, Estonia has made wise use of Scandinavian business expertise, including advisers and investors from Finland. Significantly, Estonia's remarkable economic development is due in large part to its new, successfully operating constitution. Since investment is impeded in countries whose laws or governments change frequently, students should examine closely the relationship between rule of law and economic growth, using the situation in Estonia as a point of reference or case study. What aspects of the Estonian constitution and rule of law (e.g., separation of powers, checks and balances) make investors feel secure about this new nation?

Estonia's ethnic problems are not unlike those of its sister republics, Lithuania and Latvia. Estonians make up a majority of the population—roughly 60 percent; the remaining 40 percent largely comprises what Russians refer to as "the near abroad," that is, Russians now living in republics that are no longer a part of the Soviet empire. While the largest segment of "the near abroad" dwell in Ukraine and Kazakhstan, Russians represent roughly 30 percent of the minority population in Estonia. However, fluency in the Estonian language is necessary for naturalization and for employment in the Estonian government, and many Russians living in Estonia have never learned to speak Estonian. In addition, citizenship is denied to any individual or family that did not live in Estonia before 1940; thus, Russian children born after 1940 are denied citizenship. Such limits on non-Estonian participation should be examined as a long-range effect of Soviet oppression.

Estonians blame the former Soviet Union for their current ecological woes. The Soviet Union extracted Estonian resources with no regard for the ecological consequences. Peat, shale oil, phosphorite, and amber are among viable natural resources still remaining, and students may study their importance to the nation within the context of depleted resources and ecological predicaments (e.g., sulphur dioxide pollution from power plants fueled by shale oil; the contamination of soil and groundwater with petroleum products; and the use and disposal of chemicals at military bases).

A passion for music characterizes Baltic cultures. Throughout the cold war, music sustained Estonians' spiritual survival and preserved their national pride. To this day, huge music festivals celebrating folk music and European classical music are held every five and ten years. So important are these music festivals to Estonian life and culture that at one recent festival, nearly one-third of the entire Estonian population were present; one choir alone consisted of 40,000 voices. How is it that music can exert such a unifying power? Students should examine the continuing importance of these festivals, consider the music works performed, and reflect on the value and importance of music to a society.

To conclude the study of Estonia, students should advance reasons as to why big nations should care about small, vulnerable nations like the Baltic republics. Why should American students study or even be concerned about Estonia? Students also should assess what role, if any, the Baltic nations played in the breakup of the Soviet Union.

Students should trace the political developments in South Africa up to the present day. The administration of F. W. de Klerk should be examined for its use of power. De Klerk brought a new vision for the nation, one which South African whites had not previously held. His dogged adherence to that vision led ultimately to his removal from office: It was de Klerk who released Nelson Mandela from prison and began the transition toward popular elections. This period should be studied as a rare instance in history in which the power holders in a nondemocratic society willingly relinquished their power for the achievement of democratic aims. John Kane-Berman's *South Africa's Silent Revolution* is recommended to teachers for its discussion of the forces at work during this important time.[1]

Black South Africans are now truly free in their ability to vote and elect their own officials in free elections. With the emergence of freedom and democracy, South Africa has been able to cast off its "siege economy" (an economy inhibited by sanctions, high tariffs, protectionism, and other features brought on by pressures from the outside world). Investment, free trade, the free flow of capital, and the sales of government holdings to the private sector give evidence of a growing market economy.

South African society as a whole is going through a transition from a dominant community to a participant community. The transition process, termed "reconciliation, " is suggested for special study by students. Like Estonia, South Africa comprises a range of ethnic and cultural differences, including those within the black community itself and those among Hindu, Muslim, English, and Boer communities. Students may study these communities vis à vis reconciliation efforts. South Africa's development of a new constitution is likewise worthy of particular focus. *South Africa's Crisis of Constitutional Democracy: Can the U.S. Constitution Help?* edited by Robert A. Licht and Bertus de Villiers (Washington, D.C.: AEI Press, 1994) presents essays by various writers that highlight many key issues and is appropriate for teachers and students alike.

Additional materials for studying Estonia and South Africa vary in range and quantity. *The Baltic States: Years of Dependence, 1940–1990,* by Romuald J. Misiunas and Rain Taagepera (Berkeley: University of California Press, 1993) and *Estonia: Return to Independence,* by Rain Taagepera (Boulder, Colo.: Westview Press, 1993) are among the growing number of relevant research materials currently available for high school and adult readers. Other resources useful for teachers and serious students include Toivo Raun's *Estonia and the Estonians* (Stanford, Calif.: Hoover Institution Press, 1987); Anatol Lieven's *The Baltic Revolution* (New Haven, Conn.: Yale University Press, 1993); "Report on Human Rights and Democratization in Estonia" (Washington, D.C: Commission on Security and Cooperation in Europe, 1993); Donald Horowitz's *A Democratic South Africa?* (Berkeley: University of California Press, 1992); and Ian Shapiro's "Democratic Innovation: South Africa in Comparative Context, " in *World Politics Journal*, October, 1993. An entire issue of the journal *World Affairs* (Vol. 157, Winter, 1995) is devoted to Estonia; single copies may be purchased from Heldref Publications, 1319 18th Street, NW, Washington, DC 20036-1802, (202) 296-6267. The *Baltic Observer,* a weekly newspaper produced in Riga, Latvia, is available in English for classroom or library use; subscription information is available by calling the *Observer's* Foster City office at (415) 341-2679.

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[1] Copies of *South Africa's Silent Revolution* are available from the South African Institute of Race Relations, Auden House, 68 De Korte Street, Braanfontein, Johannesburg 2001, South Africa.

For easy-to-read student resources, helpful for the general background information and color photographs they contain, teachers and librarians may consider the *Estonia, Armenia,* and *Azerbaijan* volumes from Lerner Publications's *THEN AND NOW* series; *The Baltic States* and *Georgia, Armenia, and Azerbaijan* from the Millbrook Press's *THE FORMER SOVIET STATES* series; and the *South Africa* and *Turkey* volumes from Lerner Publications's *VISUAL GEOGRAPHY* series. The videocassette *Estonia: A Tale of Two Nations,* listed in The Soviet Union and China section of the "Resources," complements this study as well.

If teachers prefer to study a former Soviet republic other than Estonia, Ukraine is suggested. Strongly nationalistic, Ukraine is the largest of the newly independent republics. Its retention of nuclear weapons is a factor stemming from Soviet domination. Its efforts to establish national government and to contend with ethnic conflict are worth study as a part of this unit.

Israel and Palestine

An overview of the historical evolution of the Palestinian-Israeli relationship is fundamental to this study. Students should understand before beginning reports or projects that the dissension between these two nations can be an emotional issue and that reports will require thoughtful preparation and objective analysis.

In terms of nationalism, the conflict between Israel and Palestine is representative of a broader consideration. Palestine is a small piece of the Arab world; Israel is a small piece of world Jewry. Using the diagram of multiple causation introduced in Unit I will help students focus research on some of the historical, geographic, militaristic, religious, and nationalistic dimensions of the conflict.

During recent years, Palestinian and Israeli leadership have made significant headway through mutual agreement regarding the nature of their conflict. Knowledgeable observers, however, advise that agreement on *solutions* is unlikely in the near future. In this sense, the study of Israel and Palestine helps students develop two of the most important "habits of mind" in studying history—learning to live with uncertainties, including perilous, unfinished business, and accepting the fact that every problem may not have a solution.

The study also demonstrates how things change, since some experts in foreign policy believe the Israeli-Palestinian problem to be less important now than it was a few years ago. When the Soviet Union maintained a commanding presence in the world, Palestine and Israel were almost proxies of the Soviet Union and the United States in their diplomatic maneuvers; any escalation of tensions in the Middle East had morbid implications on a global level. With the collapse of the Soviet Union, the global significance of this relationship diminished. The combined effects of the Israeli-Egyptian treaty of 1979 and the Israeli-Jordanian treaty of 1994 have so relieved the conflict that, according to one foreign policy expert, "A world problem which turned into a regional problem has now become a local problem." Students should weigh evidence to determine whether such an assessment is fully accurate or simply a colorful way of summarizing the significant changes which have taken place in recent years.

This regional study could be expanded to include an important topic familiar to Californians: the political controversy over water. The control of the Jordan River's headwaters, the construction and control of strategic dams, and the regulation of waters flowing into Lake Tiberius are only a few of the critical issues that are of mutual concern to members of the Middle East community. The unit's study can conclude with an analysis of the interests of the United States in the Middle East since the end of the cold war.

Numerous resources listed for "Israel and Syria" and "The Changing World" are applicable to this study. The annotation for the Southern Center for International Studies (see "The Changing World") cites *The Middle East in Transition,* an instructional resource containing material on the political issue of water. Other possible resources reflecting different perspectives include Albert Hourani's *A History of the Arab People* (Cambridge, Mass.: Harvard University Press, 1992); Mehran Tamodonfar's *The Islamic Polity and Political Leadership: Fundamentalism, Sectarianism, and Pragmatism* (Boulder, Colo.: Westview Press, 1989); Adam Garfinkle's essay "Genesis," in *The Arab-Israel Conflict: Perspectives* (Second edtion), edited by Alvin Q. Rubinstein (New York: HarperCollins, 1991); and Mark Tessler's *The History of the Israeli-Palestinian Conflict* (Bloomington: University of Indiana Press, 1994). Another option for a study is a comparison of Israel and Egypt.

Mexico and Brazil

As described on page 92 of the *History–Social Science Framework,* this comparison remains a worthwhile and timely study for tenth grade. In fact, events during recent years have enriched the potential. Mexico has undergone a profound change in its worldview and internal policies. Mexican leaders have rethought how Mexico can create a stronger economy, create jobs for its citizens, become a vital participant in hemispheric issues, and eventually become a "First World" nation through competition and the North American Free Trade Agreement (NAFTA). With these changes, some observers have noticed a shift in how Mexican voters perceive their roles as national and world citizens, in their patriotism, and in their view of Mexico's growing role in the world. Students may well be witnessing a revolution as important as the Mexican Revolution of over 60 years ago.

By studying Mexico, students can learn how a nation comes to reexamine its needs and redirect its policies. What

Presidential candidate Cuauhtemoc Cardenas addresses a large crowd in Chiapas, Mexico, 1994. Photograph by David Barton. Used by permission.

goals prompt changes, what these changes are, how changes affect the attitudes and actions of citizens, what the ramifications are for neighboring countries—all these issues offer exciting points of study.

Brazil has undergone changes similar to Mexico's, but most of the political reforms came first and were followed by economic ones. A larger, more diffuse nation than Mexico, Brazil ranked among the top dozen economies of the world in the 1970s. This strong position was ruined by deep economic crises of the 1980s. Presently, Brazil is beginning to recover its former economic and political position. Since 1990 inflation has decreased dramatically. President Fernando Collor de Mello upset the view held by many upper- and middle-class citizens that the government should be the provider of all services for their business ventures. In fact, a newly emerging economic order is evident through many reforms, including privatization and competitive enterprise. Yet the race is far from won. Poverty is perhaps the most daunting problem of all. As stated by historian Jordon M. Young, "How much longer . . . the slum dwellers of Rio de Janeiro and São Paulo [can] live on hope is a question that takes on increasing urgency. . . . In newly emerging democratic societies, demagogues' offers of easy solutions for complex social and economic problems will not be ignored."[2]

That demogogues play upon human misery and impatience is a valuable lesson for students in the United States. It is for this reason that the *Course Models* emphasize the principles of multiple causation and of civic character, which should become integral to every tenth grade world history course.

Resources

The following resources represent only a few of the many possible materials and sources that are available. Double asterisks (**) indicate works that writers of the *Course Models* suggest as essential for full coverage of the unit; single asterisks (*) indicate works that are deemed important for successful coverage of the unit. For further selections, teachers should consult other bibliographies.

General Resources

*Eberstadt, Nick. *The Poverty of Communism.* New Brunswick, N.J.: Transaction Publishers (Rutgers—The State University), 1988. This book represents the first comprehensive effort to document the extent to which Marxist governments, which systematically blame poverty on capitalism, have failed to eradicate poverty in their own domains. Remarkably, even supporters of free markets often presume that collectivist economies are morally superior. Eberstadt examines the claim and the evidence clearly and with documentation. The author is a scholar at the Harvard University Center for Population Studies. This book is available in paperback. For purchasing information, telephone the publisher at (908) 932-2280.

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[2] Jordan Young, *Brazil: Emerging World Power* (Anvil series). Malabar, Fla.: Krieger Publishing Co., 1991.

The Former Soviet States series. Brookfield, Conn.: The Millbrook Press, 1992. Although the 15 independent republics of the former Soviet Union have economic and ethnic links that bind them, their ethnic and religious differences (160 nationalities and 131 languages) magnify the unrest and anxiety in this region of the world. The six books in this series present a colorful, concise overview of the republics. Good photographs enhance these easy-to-read library materials.

I Will Not Bow My Head: Documenting Women's Resistance in World History. Edited by Lyn Reese. Berkeley, Calif.: Women in the World Curriculum Resources, 1994. Over 60 primary sources in this collection reveal the defiant or resistant voices from diverse historical periods and cultures. Background information, follow-up questions, activity suggestions, and illustrations are included in this one-volume collection appropriate for various grade levels. Recommended for this unit are "Women's Anti-Pass Campaigns: South Africa," "Soldaderas: Mexican Revolution," and "Speak Bitterness Sessions: Chinese Revolution."

*Kohn, Hans. *Nationalism: Its Meaning and History* (Revised). *An Anvil Original.* Louis L. Snyder, general editor. Malabar, Fla.: Robert E. Krieger, 1982. Numerous documents and transcripts provide an overview of nationalism, past and present, in the world.

Nationalism: Blood and Belonging series. Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ 08543-2053, (800) 257-5126. Nationalism is explored in this six-part series that includes separate programs titled "Dreaming of a Nation: The Kurds," "Lifting the Yoke: Ukraine," "The Road to Nowhere: Yugoslavia," "A Nation Returns: Germany," "Mirror, Mirror: Northern Ireland," and "Masters in Our Own House: Quebec." This company's offerings are wide-ranging and appropriate for several units in this *Course Models.*

Newsweek Education Program. Contemporary issues, regions, and topics are addressed through a lively and informative series of instructional materials culled and extended from the pages of *Newsweek* magazine. The lesson materials are clear and logical, and the magazine format attracts students' attention. Pages are perforated for ease in reproducing the readings. Charts and maps complement each issue in the series. This material is useful in more than one unit and at several grade levels. For information, contact Tess Greenup, California Regional Representative, 2280 Grass Valley Highway, No. 308, Auburn, CA 95603, (800) 582-2516.

1994 Great Decisions Videotapes series. Peter F. Krogh, anchor. Foreign Policy Association and World Beat Associates. Washington, D.C.: Georgetown University, 1994. Vital topics are examined on these eight 30-minute videotapes: *Conflict in Former Yugoslavia: Quest for Solutions*; *South Africa: Forging a Democratic Union; Ex-Soviet Bloc's Environmental Crisis: Who's Problem? Who Pays?; Trade with the Pacific Rim: Pressure or Cooperation?; Defense: Redefining U.S. Needs and Priorities; Argentina, Brazil, Chile: Democracy and Market Economics; Islam and Politics: Algeria, Egypt and Tunisia;* and *New World Disorder? U.S. in Search of a Role*. Documentary film footage provides background on the subjects; panel discussions with well-known and respected experts in the field offer an informative look at each of the topics. For further information and ordering, call (800) 477-5836.

Thousands of Muscovites rally in Red Square in support of Boris Yeltsin, March, 1993. AP/Wide World Photos.

*Shafer, Boyd C. *Nationalism and Internationalism: Belonging in Human Experience. An Anvil Original.* Louis L. Snyder, general editor. Malabar, Fla.: Robert E. Krieger, 1982. Nationalism has spread across the world during the past two centuries; presently, internationalism is slowly gathering momentum. The high roads and pitfalls of both ideologies will doubtless become more of a preoccupation as the twenty-first century begins. The primary sources and discussions in this paperback offer teachers and students valuable insight on these topics.

Then and Now series. Minneapolis, Minn.: Lerner, various editions, 1993. This series of colorful reference works, intended for student use, focuses on the republics that have emerged from the former Soviet Union. Each book covers the geography, culture and society, history, environmental and economic issues, and future challenges of one of the new republics (e.g., Belarus, Latvia, Uzbekistan). Sidebars, glossaries, and indexes enhance the resources.

Tismaneanu, Vladimir. *Reinventing Politics: Eastern Europe from Stalin to Havel.* New York: The Free Press, 1992. The author analyzes the development and demise of socialism in Eastern Europe. This is a good study of twentieth-century nationalism and ethnic passion in this region.

The United Nations at Work: The Challenge of Building Global Peace. Alexandria, Va.: The Close-Up Foundation, 1995. The opening section of this supplementary textbook focuses on the origin of the United Nations, its structure, and its goals. Middle sections explore UN strategies for maintaining world peace and its work in human welfare and emergency relief. The last section focuses on the future of the United Nations and the pivotal role played by the United States in keeping the organization alive and operable. A teacher's guide is available. This material is useful in both Units VII and VIII as well as at eleventh grade.

Visual Geography series. Minneapolis, Minn.: Geography Department, Lerner Publications, 1993. This extensive series of nearly 100 resources is lavish with photographs, maps, and charts. Volumes on Ghana, Israel, Syria, Brazil, Mexico, South Africa, China, and the Soviet Union are suggested as library materials for this unit; they are easily ready by high school students.

The Soviet Union and China

ABC News Special Report: The Week That Shook the World. Charleston, W.Va.: Cambridge Social Studies, 1991. In August of 1991, Soviet Vice President Gennady Yanayev, a hard-line Communist official, organized and detonated a political coup attempt. The Soviet Union's slow and tentative attempt to embrace democracy hung in the balance. This 65-minute videocassette may be ordered from the producer at (800) 468-4227.

Andrews, William G. *The Land and the People of the Soviet Union.* New York: HarperCollins, 1991. Students will find this comprehensive book interesting. It covers not only geography, history, political ideology, and resource allocation but also contemporary culture and daily life in the Soviet Union. It includes excerpts from primary sources related to the topics and issues addressed.

Arnold, Phyllis A., and David J. Rees. *Russia, Then and Now.* Springfield, Mo.: Arnold Publishing, 1993. The dynamics of the former Soviet Union in its almost daily change in Eastern Europe is the subject of this book for students. The authors draw on historical, social, political, and economic analyses to help students grasp the changing situation in Russia today. Activities and an accompanying resource package are added features. Yearly supplements keep *Russia, Then and Now* current.

Ascher, Abraham. *Studying Russian and Soviet History.* Boulder, Colo.: Social Science Consortium, 1987. Written for secondary teachers, this book provides insight and in-depth analysis into Russian and Soviet history from the earliest days to the late 1980s. Sources are cited for several major historical periods.

Ashabranner, Brent. *Land of Yesterday, Land of Tomorrow: Discovering Chinese Central Asia.* Photographs by David Paul and Peter Conklin. New York: Cobblehill Books (Dutton Children's Books), 1992. Xinjiang Province in Chinese Central Asia is a prized and closely guarded part of the People's Republic of China. Photography provides a fascinating look at this little-known part of China that was of

great importance to the country's past and will be more important in its future.

Asian Women in Transition. Edited by Sylvia A. Chipp and Justin J. Green. University Park: Pennsylvania State University Press, 1980. This college textbook on Chinese social issues provides especially helpful background reading for teachers. Its emphasis is on twentieth-century events, with references to earlier history.

Bingham, Marjorie Wall, and Susan Hill Gross. *Women in Modern China: Transition, Revolution and Contemporary Times.* WOMEN IN WORLD CULTURES series. St. Louis Park, Minn.: Glenhurst Publications, 1980. Reform for women in China was begun between 1700 and 1920 by male feminists, Christian missionaries, and an emerging group of educated Chinese women. The changes in the lives of individual women were often painful. In contemporary times, although the Chinese Communist party is committed to the idea of equality, women's rights continue to be problematic.

Bozeman, Adda B. *Politics and Culture in International History: From the Ancient Near East to the Opening of the Modern Age* (Second edition). New Brunswick, N.J.: Transaction Publishers, 1994. Bozeman's book examines world politics by identifying the causes of conflict and war and assessing the effectiveness of schemes for peace and unity. The author says that political systems are grounded in cultures and describes the thought patterns of the world's literate civilizations and societies between 400 B.C. and A.D. 1500.

Bradley, Catherine. *Kazakhstan.* FORMER SOVIET STATES series. Brookfield, Conn.: The Millbrook Press, 1992. With a population evenly divided between native Kazakhs and immigrant Russians, Kazakhstan faces serious political problems. This second largest commonwealth state produces oil, coal, and grain, and its economy is moving toward a free market.

Buck, Pearl. *The Good Earth.* Various editions. In this Pulitzer prize–winning novel, originally published in 1931, Chinese farmers cope with nature, economic necessity, and the political situation during the early days of the Chinese republic. Despite periodic famine, invasions of locusts, and marauding armies of warlord mercenaries, the Chinese peasants maintain their ties to the land in this story of emerging nationalism.

Buettner, Dan. *Sovietrek: A Journey by Bicycle Across Russia.* Minneapolis, Minn.: Lerner Publications, 1994. In 1990, the author, an American, mounted a bicycle expedition with his brother and two cyclists from Siberia that took them 7,353 miles across southern Russia, the largest of the Soviet republics. Under tough conditions, they pedaled along a dirt road through the wilds of Siberia to reach the eastern port of Vladivostok before the Russian winter set in.

Chang, Jung. *Wild Swans: Three Daughters of China.* New York: Doubleday, 1991. *Wild Swans* is a powerful, moving, at times shocking story of the impact of history on the lives of three generations of Chinese women. The story perceptively moves from the turn of the century, when warlords ruled, through

the political struggles of Mao's all-pervasive and crushing communist China, to the late 1980s and Tiananmen Square.

Cheng, Nien. *Life and Death in Shanghai.* New York: Viking Penguin, 1988. This is the author's story of her struggle to endure seven years of imprisonment during the Cultural Revolution and of her years in China following her release in 1973. This story of individual courage illustrates a tumultuous period. See also Arthur Chung's memoir *Of Rats, Sparrows, and Flies* (Stockton, Calif.: Heritage West Books, 1995).

China: Yesterday and Today. Edited by Molly Joel Coye, Jon Livingston, and Jean Highland. New York: Bantam, 1984. Combining personal accounts, articles by Western observers, and writings by Chinese, this collection serves as a good class reader or as a teacher's reference from which excerpts could be drawn for class study. The entries are divided into four sections: "The Land," "The People and Their Language," "Imperial China," "China and the West," and "New China." As the publisher notes, this collection constitutes "an overview of 3,000 years of Chinese society, culture and history."

Ching, Julia. *Probing China's Soul.* New York: Harper & Row, 1992. For many years, some Western observers have argued that communism is compatible with the Confucian and Taoist traditions of China and that the Chinese people have been content to live under this system. The courageous protests at Tiananmen Square in June of 1989 and the brutal suppression by the government indicate that such an analysis was superficial. But what does the future hold for China? Will repression give way to a Chinese version of glasnost and perestroika? These are among the issues dealt with by Ching, a respected Chinese scholar now at the University of Toronto. See also the author's earlier works, *Confucianism and Christianity* and *Christianity and Chinese Religions.*

Cohen, Carl. *Communism, Fascism, and Democracy: The Theoretical Foundations.* New York: Random House, 1967. This comprehensive study of the philosophical backgrounds of these three political systems is recommended as a background sourcebook for student research.

Cohen, Stephen F. *Sovieticus: American Perceptions and Soviet Realities.* New York: Norton, 1986. *Sovieticus* is a collection of monthly columns of the same name written by Cohen, most of which were originally published in *The Nation.* His objective was to write informative articles on Soviet politics which could be understood by general audiences. The articles in this collection address events up to 1986.

Cohen, Stephen F., and Katrina Vanden Heuvel. *Voices of Glasnost.* New York: Norton, 1989. The authors present a wide range of Soviet perspectives on the reform that has taken place under Gorbachev. Their work is based on personal interviews conducted with both opponents and proponents of perestroika. The whole book is interesting, but excerpts could be used in case studies of the pros and the cons of Soviet policy.

Communism and the Cold War. ABC News InterActive Videodisk, 1991. (Videodisk player, hard disk, HyperCard 1.2.2 or later required). This interactive videodisk deals with the cold war, its effects on the peoples of both the United States and the Soviet Union, and the collapse of communism in Eastern Europe. Prominent scholars and decision makers give their perspectives on significant events. Commentary is available in either English or Spanish. A teacher's guide offers suggested lesson plans. The program is distributed by Optical Data or by social studies supply houses.

Doncaster, Islay. *Traditional China.* Greenhaven World History Program. London: George Harrap, Publisher, 1980. This student resource provides a general historical and cultural survey of China and cites several excellent primary sources. It is available through social studies supply houses.

Ebrey, Patricia Buckley. *Chinese Civilization and Society: A Sourcebook.* New York: Free Press (Macmillan), 1981. This is an excellent collection of source materials on China, from traditional to modern times. Bibliographies and lists help teachers identify resources for their units. It is available from the Center for Teaching About China, 2025 Eye Street, NW, Suite 715, Washington, DC 20006.

Estonia: A Tale of Two Nations—The Fight for Independence in the Soviet Union. Charleston, W.Va.: Cambridge Social Studies, 1990. Videocassette. When this 45-minute videocassette was made, Estonia was the smallest republic in the USSR, conducting an ongoing struggle for independence and freedom. The film explains the status of the people and their country at the time and explores their reasons for fighting for democracy.

Famine in the Soviet Ukraine, 1932–1933: A Memorial Exhibition. Widener Library, Harvard University; Harvard College Library. Cambridge, Mass.: Harvard University Press, 1986. The primary objective of this exhibition held at Harvard and of the accompanying publication was to commemorate the great Ukrainian tragedy of 1932–1933 and to help bring the long-neglected historical problem to the attention of the scholarly community and the general public. Included are a brief summary of the various views on the famine and an extensive bibliography.

Fitzgerald, Charles P. *The Chinese View of Their Place in the World.* New York: Oxford University Press, 1969. Fitzgerald traces historical factors that influenced the national outlook of China. The essay follows the changes in this worldview through time to the communist era.

Flint, David. *The Baltic States.* FORMER SOVIET STATES series. Brookfield, Conn.: The Millbrook Press, 1992. The Baltic states of Lithuania, Latvia, and Estonia are the most technologically advanced states of the former Soviet bloc. Included in this book are a chronology; a facts-and-figures box; an index; and color photographs, drawings, and maps. See also Flint's *The Russian Federation* from the same series and publisher.

Gorbachev, Mikhail. *Perestroika and Soviet-American Relations.* Boston, Mass.: Sphinx Press, 1990. Compiled for the American reader, this book is

Gorbachev's attempt to show the progress that was made in Soviet relations with the United States in the 1980s. Through speeches, interviews, press conferences, and other dialogues, the book illustrates Gorbachev's vision and shows how he has approached its implementation with two U.S. administrations. The whole volume, or excerpts, may be read by students.

Gosnell, Kelvin. *Belarus, Ukraine, and Moldova. Former Soviet States* series. Brookfield, Conn.: The Millbrook Press, 1992. This book compares and contrasts three very different states linked by economics and geography: Belarus, the smallest and most politically and economically stable in the Slav Republic; Ukraine; and tiny Moldova, annexed earlier this century from Romania and the most politically unstable of the three.

Journey into China. Edited by Kenneth C. Danforth. Washington, D.C.: National Geographic Society, 1982. A magnificent resource for pictures of both ancient and modern China, this book has chapters on the Great Wall, the Yellow River Valley, the Silk Road, and the Yangtze River.

Kidd, David. *Peking Story: The Last Days of Old China.* New York: Crown, 1988. The author recounts his "years in Peking before, during, and after the revolution when he was a young husband to an aristocratic Chinese woman and an undesirable alien to a grim new regime." Through his viewpoint readers gain a rare perspective on revolutionary China. The book is easy to read, and photographs intensify the narrative's strong historical basis.

Koestler, Arthur. *Darkness at Noon.* New York: Macmillan, 1987. Originally published in 1940, this novel tells the story of an old-guard Bolshevik who had dedicated his life to advancing the principles of communism. When he is forced to confess to crimes he did not commit, he realizes that the demands of totalitarianism are unjustified. Communism proved not to be the "instrument of deliverance" for the Russian people that he once believed it to be.

Kort, Michael. *The Rise and Fall of the Soviet Union.* New York: Franklin Watts, 1992. This history of the Soviet Union begins with conditions leading to the Revolution of 1917 and ends with the Soviet collapse in 1991. See also the author's *The Soviet Colossus* (New York: Routledge, Chapman and Holt, 1985), *Nikita Khrushchev* (New York: Franklin Watts, 1989), *Mikhail Gorbachev* (New York: Franklin Watts, 1990), and *China Under Communism* (Brookfield, Conn.: Millbrook Press, 1994).

*Liu, Binyan. *A Higher Kind of Loyalty.* New York: Pantheon Books, 1990. Liu, a prominent Chinese journalist now in exile in the United States, was an idealistic member of the Chinese Communist party during the 1940s. In 1957, however, he was purged in the "antirightist" campaign and was "reeducated." Power, corruption, unspoken convictions, and the price paid for speaking one's views are all presented here with a candor and directness that can come only from firsthand experience. Critics have declared this book to be a major historical document for its depiction of life and politics in China.

Liu, Binyan, with Ruan Ming and Xu Gang. *Tell the World What Happened in China and Why.* New York: Pantheon Books, 1989. Translated by Henry L. Epstein. This is a passionate plea to the world to expose the ruthless repression at Tiananmen Square. Liu Binyan argues that the government's attack on the students marked the disintegration of the old communist structure and accelerated the ultimate collapse of the regime. Eyewitness accounts are provided by Xu Gang, a participant in the democracy movement in Beijing.

Lohbeck, Kurt. *Holy War, Unholy Victory: Eyewitness in Afghanistan.* Washington, D.C.: Regnery Gateway, 1993. Foreword by Dan Rather. Lohbeck, a full-time journalist who covered the Afghan War from 1982 to 1991, reports that working for all three American television networks enabled him to become close to many of the top commanders and political leaders of the Afghan mujahideen. He was, therefore, able to look behind the scenes at triumph, tragedy, and treachery.

Luo, Zi-Ping. *A Generation Lost: China Under the Cultural Revolution.* New York: Avon, 1990. This is the story of a young woman's incredible courage and determination during the Cultural Revolution. Through an exchange of letters, the narrator expresses in a vivid style the "madness" of the time, during which she was forced to struggle in order to pursue an education and to secure the same opportunity for her younger brothers.

MacInnis, Donald, Sr., and Mary Lou Martin. *Values and Religion in China Today.* Maryknoll, N.Y.: Orbis Books, 1984. Thirteen lessons on attitudes toward life and death, family, work, the status of women, and other topics make up this book. The book is helpful for teachers in making comparisons between the 1980s and 1990s.

Marples, David R. "The Tragedy of Chernobyl," *Our Life Magazine,* Vol. 53 (April, 1990). Marples visited Chernobyl, the site of the catastrophic nuclear tragedy which some believe to be the result of "expert" centralized control over the Ukrainian industry. He cites a family of four previously healthy children who are all sick today with swollen thyroids and leukemia. According to Marples, the "tragedy is only just beginning." For copies, contact Ukranian National Women's League of America at (212) 533-4646.

The New Russian Revolution. Videocassette, 47 minutes. Charleston, W.Va.: Cambridge Social Studies, 1991. This program includes original news footage of the "New Russian Revolution," the six days that would forever change the world. See also the publisher's *The Red Empire,* which introduces students to revolutionaries, patriots, warriors, and barbaric dictators. The publisher may be reached at (800) 468-4227 for purchasing information.

Remick, David. *Lenin's Tomb: The Last Days of the Soviet Empire.* New York: Vintage Books, 1993. Students and teachers will glean much from reading about the history and collapse of the Soviet Union and about posttotalitarian Russia. The author paints the Soviet Union as one of the cruelest regimes in

human history and points to the inequities and absurdities of its politics from 1917 to the present.

Riasanovsky, Nicholas V. *A History of Russia* (Fourth edition). New York: Oxford University Press, 1984. Riasanovsky's book covers the last seven years of the Brezhnev regime, relations with Poland and Afghanistan, women and feminism, the economic lot of workers, foreign policy issues in Eastern Europe, and nuclear armament.

The Rise and Fall of the Soviet Union. Videotape, 124 minutes. Narrated by Peter Graves. Tapeworm, 1992. This overview, composed from historical footage, traces Russia's evolution from a deeply religious and agrarian nation to its superpower status as the USSR. It also considers its uncertain future as the Commonwealth of Independent States. Colorful leaders, from Czar Nicholas II to Boris Yeltsin, are introduced. Themes include autocratic rule, technological might, war, tensions between East and West, and the communist legacy. This videotape is available from social studies supply houses.

Rodzinski, Witold. *The People's Republic of China: A Concise Political History.* New York: Free Press, 1988. This is a good resource for the specifics of the political history of China since Mao. Although the reading is not difficult, this book is better suited to teachers than students because of the overwhelming amount of information that it contains. However the book is used, it conveys a sense of the political players in Chinese history.

Ropp, Paul S. *Heritage of China.* Berkeley: University of California Press, 1990. This is an excellent collection of essays by highly respected scholars in sinology. The most relevant pieces for this unit are "The Evolution of Government in China" and "Chinese Economic History." It is suggested for teachers.

Salisbury, Harrison E. *Tiananmen Diary: Thirteen Days in June.* Boston: Little, Brown, 1989. Salisbury, a leading authority on China, witnessed the unfolding events which led to the massacre at Tiananmen Square in June, 1989. Salisbury interviewed student leaders, civil servants, and government officials during the days immediately before the armored column crushed the demonstration. Leaving Beijing, the author traveled across China gathering information on the reverberations of Tiananmen in the provinces. This is an exceptional eyewitness account of the tragedy.

Shanghai Sojourners. Edited by Frederick Wakeman, Jr., and Wen-Hsin Yeh. Berkeley, Calif.: Institute of East Asian Studies, 1992. This college textbook is useful in helping teachers and students to understand the history, development, cultural issues, and current status of Shanghai.

Sizer, Nancy Faust. *China: Tradition and Change.* White Plains, N.Y.: Longman, 1991. This helpful reference book for students and teachers includes several primary sources, some of which deal with the government in traditional China.

The Storm Clouds Clear over China: The Memoir of Ch'en Li-fu, 1925–1992.

Edited by Sidney H. Chang and Ramon H. Myers. Stanford, Calif.: Hoover Institution Press, 1993. In 1919 and 1920 various revolutionaries formed two political parties: the Kuomintang (KMT) and the Chinese Communist Party (CCP). To this day, no high-ranking KMT or CCP leaders have published their memoirs, leaving us few insights into China's leaders and little understanding of the historical events they influenced. This unique memoir concentrates on the years before 1950 and the extraordinary events that led to the defeat of the KMT. As personal secretary, confidant, and loyal official to Chiang Kai-shek, Ch'en Li-fu played an important role in national and international politics. The purge of the Communists in Shanghai is one of the most revealing episodes in this memoir. Ch'en Li-fu also outlines three fatal policies to illustrate why the KMT and the Republic of China lost control of the country in 1945. This is an extraordinary resource for teachers' reading and for research by serious students.

Terrill, Ross. *Mao: A Biography.* New York: Harper & Row, 1980. Terrill explores the incredible life of Mao Tse-tung as Chinese leader as well as his complex personal life in this book, which has been highly praised by scholars in the field. A unique narrative style, filled with details, keeps the biography exciting and moving quickly. See also Terrill's *The China Difference*.

Thomas, Paul. *The Central Asian States.* *Former Soviet States* series. Brookfield, Conn.: The Millbrook Press, 1992. Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan were once known as the buffer states of the Soviet Union because they formed a friendly wall between the USSR and neighboring Iran, Afghanistan, Mongolia, and China.

Tuchman, Barbara. *Notes from China.* New York: Macmillan, 1972. Winner of the Pulitzer Prize, Tuchman based this work on six weeks she spent during 1972 exploring and observing different parts of China and different aspects of Chinese life. This collection of writings shows the cultural changes that were taking place, including those in education and the media. One thought-provoking essay is "If Mao Had Come to Washington in 1945."

Values in Conflict: Literature on China's Youth. Stanford, Calif.: Stanford Program on International and Cross-Cultural Education, n.d. The value orientations of Chinese youth after the death of Mao Tse-tung are explored. Eight lessons feature a lively collection of biographies, short stories, and plays by Chinese writers and American teachers. For purchasing information, contact the publisher at (800) 578-1114.

Women in Modern China. Edited by Susan Hill Gross and Marjorie Wall Bingham. St. Louis Park, Minn.: Glenhurst Publications, 1982. Though somewhat dated, this reference work contains some helpful information and discussion questions.

Zhisui, Li. *The Private Life of Mao.* New York: Random House, 1994. The personal physician of Chairman Mao Tse-tung for 21 years writes intimate details of Mao's private and political lives. As Mao's personal and political

confidant, Zhisui recounts his own feelings of fear, astonishment, and wonder at Mao's relationships with people in his life, such as women, political party leaders, and foreign dignitaries. Mao's attitudes regarding events in China's domestic and foreign policies are also included. This book is suggested for reading by teachers.

Israel and Syria

Abercrombie, Thomas J. "Saudi Arabia: Beyond the Sands of Mecca," *National Geographic* (January, 1966), pp. 1–53. The effects of Islam on all aspects of urban and rural life in Saudi Arabia are described from a Muslim perspective.

Ahmed, Leila. *Women in Islam*. New Haven, Conn.: Yale University Press, 1992. For adult readers, this work is one of the latest and most comprehensive discussions of the roles of women in Islam. See also *Women in the Muslim World*, by Lois Beck and Nikki Keddie (Cambridge, Mass.: Harvard University Press, 1978).

Ahsan, A. H. *Muslim Festivals*. Vero Beach, Fla.: Rourke Enterprises, 1987. This book examines Muslim festivals, explaining their origins and their importance to Muslims today.

Ajami, Fouad. *The Arab Predicament: Arab Political Thought and Practice Since 1967*. Cambridge, U.K.: Cambridge University Press, 1981. This is one of the most literate and insightful sources on Arab political philosophy. Ajami is recognized as one of the preeminent scholars on Arab and Islamic politics.

Ali, Ameer. *The Spirit of Islam*. London and New York: Methuen, 1965. Ali's book is most conveniently acquired through university libraries. It is listed here for its discussions of Islamic issues, one of which is the divergent attitudes regarding the status of women in Islamic societies.

Amin, Samir. *Eurocentrism*. New York: Monthly Review Press, 1989. Amin takes on one of the great "ideological deformations" of our time: Eurocentrism. He rejects the dominant European view of Greek and Roman classicism, Christian feudalism, and European capitalism and provides a reinterpretation that emphasizes the historical role of the Arab-Islamic world.

Anthology of Islamic Literature from the Rise of Islam to Modern Times. Edited by James Kritzeck. New York: Dutton, New American Library, 1975. In one convenient paperback, readers have a representative sampling of 13 centuries of Islamic literature. More than 40 selections provide a helpful introduction to teachers, and excerpts are suitable for classroom use.

Arab World Almanac. AMIDEAST, 1100 17th Street, NW, Washington, DC 20036-4601, (202) 785-0022. An annual volume, the almanac contains general information on the Arab world plus three lesson plans on timely and thought-provoking subjects. Lesson plans include background essays, lesson objectives, classroom activities and discussion questions, primary source documents and supplementary resources, reproducible materials for student use, and maps.

Assassination of Light: Modern Saudi Short Stories. Edited and translated by Ava Molnar Heinrichsdorff and Abu Bakr Bagader. Colorado Springs, Colo.: Three Continents Press, 1990. This collection of modern short stories from Saudi Arabia portrays a changing society that is nostalgic about its past yet eager to modernize. The 16 stories dramatize how a culture that is less than 40 years old has adapted to change experienced in the West over centuries.

Atlas of the Jewish World. Equinox series. Oxford, U.K.: Phaidon Press, 1984. This atlas presents historical and cultural background on the Jewish world today. Included are documents, a chronology, maps, and rich illustrations.

The Bahá'í Faith. Bahá'í Office of Education, Bahá'í National Center, Willmette, IL 60091, (708) 869-9039. The Bahá'í faith, an independent world religion, began in Iran during the nineteenth century. The Bahá'í teachings focus on race unity, moral and ethical values, religious unity, and world peace. This publication provides background information on the origin and teachings of this faith.

Bailey, Clinton. *Hamas: The Fundamentalist Challenge to the PLO.* Washington, D.C.: The Washington Institute for Near East Policy, 1992. This brief, 21-page monograph is as relevant today as it was nearly three years ago. The focus on Hamas and the open challenge it presents to Yasir Arafat and the Palestinian Authority makes this background crucial to understanding contemporary issues. It may be obtained by writing to Washington Institute for Near East Policy, 1828 L Street, NW, Suite 1050, Washington, DC 20036.

Banks, Lynne Reid. *Letters to My Israeli Sons: The Story of Jewish Survival.* New York: Franklin Watts, 1980. The work is a series of brief letters from the author, a novelist, to her sons. The early letters discuss Jewish history as it relates to later Zionism (e.g., the Spanish Inquisition, late–nineteenth-century pogroms in Eastern Europe), while others discuss the Israeli-Arab conflict.

Bickerton, Ian J., and Carla L. Klausner. *A Concise History of the Arab-Israeli Conflict.* New York: Prentice Hall Press, 1991. An excellent classroom resource, this up-to-date and accurate textbook includes relevant documents, maps, resource information, and a time line in each chapter. The authors state that the Arab-Israeli conflict over territory is traditional and, in addition, involves two great world religions. An aim of the book is to provide background information and address preconceptions and emotional biases.

Cambridge History of Arabic Literature. Various editors and dates. Cambridge, U.K.: Cambridge University Press. A scholarly compendium of the great works of Arabic literature, this resource for teachers may be found in university, college, and public libraries.

A Chance for Peace: A Sign of Hope in the Middle East. Videotape. CNN, 1993. This CNN *Special Reports* production includes coverage of the twentieth-century history of Arab-Jewish conflicts and the complete speeches delivered by President Clinton, Israel's Prime Minister Rabin, and PLO Chairman Yasir Arafat at the signing of the Declaration of Principles, which affirmed Palestinian self-rule. It is available through social studies supply houses.

Churchill, Randolph S., and Winston S. Churchill. *The Six-Day War.* London, U.K.: William Heinemann, 1970. A concise, readily accessible book for the general reader, this authoritative and well-documented work focuses on the military and political background of the war.

Country and Regional Maps. AMIDEAST, 1100 17th Street, NW, Washington, DC 20036-4601, (202) 785-0022. A selection of folded maps for various Middle Eastern and North African countries and regions are available at reasonable prices from AMIDEAST.

Cytron, Barry, and Phyllis Cytron. *Myriam Mendilow: Mother of Jerusalem.* Minneapolis, Minn.: Lerner Publications, 1994. Myriam Mendilow is a humanitarian who brings self-respect to the elderly of Jerusalem, a land precariously existing in a hostile region. Myriam started Lifeline for the Old, an extensive network of craft workshops, medical clinics, and other programs designed to assist the elderly.

Diamond, Arthur. *Anwar Sadat.* San Diego, Calif.: Lucent Books, 1993. Anwar Sadat made history as the first leader of an Arab nation to attempt to make peace with Israel. Sadat's popularity in his own nation waned as he struggled to fill his commitment to peace and solve Egypt's economic problems at the same time. This dynamic biography presents Sadat's life against the backdrop of Mideast political tensions.

Eaton, Richard. *Islamic History as Global History.* Washington, D.C.: American Historical Association (AHA), 1990. In 51 pages, Eaton explores the rise of Islam and its continuing influence in Asia, Africa, and Europe. He discusses Islamic civilization and cultural diffusion, Islamic socioreligious institutions, and the role of Islam as a worldwide system. This book is suggested to teachers for background reading. For purchasing information, contact the AHA at (202) 544-2422.

Gottfried, Ted. *Libya: Desert Land in Conflict.* Brookfield, Conn.: The Millbrook Press, 1994. Conflicts over terrorism, disputes over borders and resources, and a hostile, unstable dictator have led Libya into danger and threatened the well-being of its people. Islamic fundamentalism is emerging to challenge the rule of Libya's leader, Qaddafi.

Gross, Susan Hill, and Marjorie Wall Bingham. *Women in Israel: Biblical Times to the Present.* St. Louis Park, Minn.: Glenhurst Publications, 1980. The roles and status of women in Israel today are influenced by their biblical past, a reflection of a patriarchial system and women's subordinate status. However, biblical women sometimes rose above their subordinate positions and today serve as role models for Jewish women.

Hammond Atlas of the Middle East. Maplewood, N.J.: Hammond, 1991. Hammond's new atlas provides information on the geography, history and peoples of Turkey, Syria, Lebanon, and Cyprus; Israel and Jordan; Iran and Iraq;

Kuwait, Afghanistan and Pakistan; and northeastern and northwestern Africa. Islam and Christianity from A.D. 622 to 900, the growth and decline of the Ottoman Empire, and the Middle East since 1945 are also described.

Hopwood, Derek. *Syria, 1945–1986: Politics and Society.* Winchester, Mass.: Unwin Hyman, 1988. This introductory overview covers both social and political aspects of life in Syria. Geography, history, economics, culture, politics, and ideology are all discussed. The stated goal of the book is to help the reader understand "why Syria behaves as it does and the historical reasons for this behavior." Maps of Syria and the Middle East region are included.

Hourani, Albert. *A History of the Arab Peoples.* Cambridge, Mass.: Belknap Press, 1991. Among the most recent books published on the topic, Hourani's book is a thorough and clear presentation of Arab history for teachers. Two chapters on Islamic cities provide useful geographical background.

Inside the West Bank. Videocassette, 80 minutes. Charleston, W.Va.: Cambridge Social Studies, 1991. This presentation surveys the complex issues dividing the Israelis and the Palestinians and includes a public debate among Israeli soldiers about whether they should continue serving in the occupied territories of Gaza and the West Bank, one of the most volatile areas in the world. Contact the distributor at (800) 468-4227.

Intifada: The Palestinian Uprising Against Israeli Occupation. Edited by Zachary Lockman and Joel Beinin. Boston, Mass.: South End Press, 1989. The inclusion of poetry, eyewitness accounts, analyses, and primary source documents makes *Intifada* a history book, a reference anthology, and an activist's handbook about an uprising that has transformed Palestinian society.

Introduction to the Arab World. Videotape. AMIDEAST, 1989. 1100 17th Street, NW, Washington, DC 20036-4601, (202) 785-0022. This video, a winner of the Bronze Apple Award at the 1989 National Educational Film and Video Festival, lays a foundation for exploring the diversity and unity, cultural traditions, and contemporary concerns of the Arab world. Included is a guidebook with suggestions for use by teachers.

Islam. Videotape, 90 minutes. London, U.K.: Islamic Texts Society, 1986. This 90-minute video program is presented in four parts: "The Doctrine," "The Life of the Prophet and the Faith," "The History and Culture," and "The Arts and Sciences." The text is illustrated with masterpieces of Islamic art and architecture.

Israel: A Nation is Born. Videotape. Abba Eban, host. Moreshet Israel, 1993. People and events prominent in Israel's struggle for nationhood are presented in this five-part VHS videocassette documentary. Archival footage, interviews, and personal recollections are featured. Highlights range from advocacy for a Jewish homeland to latter-day efforts for peace in the Middle East. It is available from social studies supply houses.

Israel: Opposing Viewpoints series. Edited by Bob Anderson and Janelle Rohr. San Diego, Calif.: Greenhaven Press, 1989. This book objectively raises important questions about Israel and its future. The book presents numerous perspectives on some key issues related to Israel. The purpose of the series is to develop students' critical thinking skills and encourage them to construct informed opinions about today's critical issues. Included are a chronology, bibliography, and listing of organizations to contact for further information.

**Israel and Syria: Windows on Nationalism.* Jewish Community Relations Council, 121 Steuart Street, Suite 301, San Francisco, CA 94105, (415) 957-1551; FAX (415) 979-0981. This binder of curriculum materials supports the *History–Social Science Framework* unit on nationalism in the Middle East for grade ten. The geography section has an abundant supply of maps and charts. The documents and other primary sources are excellent tools for teaching a variety of subjects and analytical skills.

The Israel-Arab Reader: A Documentary History of the Middle East Conflict. Edited by Walter Laqueur and Barry Rubin. New York: Penguin, 1984. This comprehensive collection of primary source documents, speeches, and writings is organized according to historical periods from 1882 to 1983. Each section establishes the context with an introductory note.

Israel's Shattered Dreams. Film. Charleston, W.Va.: Cambridge Social Studies, n.d. Israel was born out of the despair of millions as a utopian haven in the desert that would nurture the hopes and aspirations of a people. This film presents the realities of 20 years of occupation against the backdrop of utopian beginnings. Contact the distributor at (800) 468-4227.

Jabbour, Hala Deeb. *A Woman of Nazareth.* Brooklyn, N.Y.: Olive Branch Press, 1989. This tale of love and tragedy set in Beirut in the 1960s and 1970s is a fictional account of one woman's struggle to become her own person and of her choice to confront the limitations of the traditional female role.

The Kibbutz. Videotape. Jerusalem: Israel Film Service, 1989. This video offers a look at Israel's modern communal living system and explores the challenges facing kibbutzim today. Teachers who wish to borrow this film may arrange to do so by telephoning either the Los Angeles or San Francisco Office of the Council General of Israel: (213) 651-5700 or (415) 398-8885, respectively.

Laird, Elizabeth. *Kiss the Dust.* New York: Dutton, 1992. The central situation of this contemporary novel is the oppression of the Kurds and the persecution of Kurdish families. The book links the past to the present and details the culture, lives, and aspirations of a people driven from their homeland.

Lewis, Bernard. *Islam and the West.* New York: Oxford University Press, 1993. Professor Lewis is one of the most prolific English-language scholars on the Middle East. This volume includes 11 essays, which address the perception each community (i.e., "the West" and Islam) has of the other, the impact of the West on the Arab/Islamic world, and the recent resurgence of Islam.

Mansfield, Peter. *A History of the Middle East.* New York: Viking Penguin, 1992.

Mansfield's analysis is a credible survey of two centuries of the politics, regional rivalries, and economics of the Arab world.

Meir, Golda. *My Life*. New York: Dell, 1975. Meir tells her story of being a young Zionist pioneer in Palestine, a political leader, and the prime minister of Israel. Born in Russia, raised in Milwaukee, Wisconsin, she presents an insider's view of historic events. Although out of print, the book may be obtained from libraries and bookstores.

The Middle East. Congressional Quarterly, 1414 22nd Street, NW, Washington, D.C. This textbook on the countries and issues of the Middle East is updated periodically. It is easily used as a classroom reference book.

Middle East: Cradle of Conflict. Videotape. Charleston, W.Va.: Cambridge Social Studies, 1991. The Middle East is the place of origin of the alphabet, mathematics, literature, science, and the arts. This documentary video examines issues concerning the region's present state of controversy and conflict in a historical, cultural, and political overview. Contact the publisher at (800) 468-4227.

Middle East Resource Center Teaching Materials Catalog. Edited by Deborah Littrell and Lisa Childs. Austin: Center for Middle Eastern Studies, University of Texas, various editions and dates. The materials listed in this catalog (over 400) may be borrowed, free of charge, for two weeks. Contact the center at (512) 471-3881.

Middle Eastern Muslim Women Speak. Edited by Elizabeth Fernea and Basima Begirgen. Austin: University of Texas Press, 1977. Middle Eastern Muslim women from Spain to Afghanistan speak to us across 13 centuries. This authentic work includes their poetry, literature, biographies, and political and social writings.

Middle East Studies Association of North America: Text Evaluation Project (Second edition), 1992. Edited by Elizabeth Barlow. Center for Middle Eastern and North African Studies, 144 Lane Hall, University of Michigan, Ann Arbor, MI 48109. The professional organization of scholars of Middle East studies sponsored this evaluation study in order to improve the quality of education about other world areas. By cooperating with publishers of precollegiate instructional resources, they wish to increase the accuracy and adequacy of the coverage.

Modern Syrian Short Stories. Edited by Michel Azrak and M. J. L. Young. Colorado Springs, Colo.: Three Continents Press, 1988. In modern times, the short story has become the predominant form of creative literature in the Arab world. This volume of works by 18 contemporary authors will help broaden readers' awareness of life in Syria. Biographical data are provided for each author.

Moses, Jeffrey. *Oneness: Great Principles Shared by All Religions*. New York: Fawcett Columbine, 1989. Despite the real and, at times, formidable differences among the world's religions, there exist some principles and teachings that reveal significant commonalities. Moses, a follower of the Baha'i faith, categorizes quotations from various religious texts to illustrate his point.

Nations of the World: Israel. Videocassette. Washington, D.C.: National Geographic Society, 1987. This introduction to the modern state of Israel covers its diverse physical geography as well as its variety of ethnicities and religions.

O'Brien, Conor Cruise. *The Siege: The Saga of Israel and Zionism.* New York: Simon and Schuster, 1986. *The Siege* begins with a brief discussion of the pogroms and of eastern European anti-Semitism in the late nineteenth century. The author discusses some of the early Zionist thinkers (e.g., Herzl and Joabotinsky) as well as the leaders of the Jewish community (David Ben-Gurion, Menachem Begin, Moshe Dayan). O'Brien has the journalist's skill to bring historical figures to life and to help the reader understand what motivated them to devote their lives to building the modern state of Israel.

Patterson, Charles. *Hafiz Al-Assad of Syria.* New York: Julian Messner, 1991. Concise and easy to read, this biography covers Assad's rise to power, his political motives, and the issues that he faces in Syria today. Included in the book are a helpful bibliography, time line, and glossary.

Prager, Dennis, and Joseph Telushkin. *Why the Jews: The Reason for Anti-Semitism.* New York: Simon and Schuster (Touchstone Book), 1983. Two distinguished Jewish scholars and teachers set forth their ideas on the subject of Jewish persecution over the centuries. Prager and Telushkin set forth the Jewish perspective in its historic context.

Reich, Bernard. *Historical Dictionary of Israel.* Metuchen, N.J.: Scarecrow Press, 1992. This is a useful, "user-friendly" reference volume, filled with information and descriptive material on Israeli society, history, internal politics, and international relations. Also included are entries pertaining to literature and the arts.

Saddam Hussein: Defying the World. Videocassette, 35 minutes. Charleston, W.Va.: Cambridge Social Studies, 1990. This biography charts Hussein's bloody rise to power, his penchant for calculated atrocities, and the shrewd opportunism that made him a menace to world stability. Contact the distributor at (800) 468-4227.

Sandstorm: Middle East Conflicts and America. Edited by Daniel Pipes. Lanham, Md.: University Press of America, 1993. The 18 articles in this volume create a context not usually provided by the media when discussing Middle Eastern events, such as Arab politics, the Arab-Israeli conflict, the Persian Gulf, and U.S. policy. Topics covered are security issues, such as wars, terrorism, and hostage taking; attitudes, including public opinion in Lebanon and the United States; and the Israeli security dilemma. Purchasing information is available by telephoning (800) 422-6420.

Seale, Patrick. *Assad: The Struggle for the Middle East.* London, U.K.: I. B. Tauris, 1988; Berkeley: University of California Press, 1989. A confidant of the Syrian president, Assad, the author conveys Assad's perspective on some of the same events addressed by Golda Meir.

Sicherman, Harvey. *Palestinian Autonomy, Self-Government, and Peace.* Boulder,

Colo.: Westview Press, 1993. Drawing on a thorough examination of the records of negotiations on the Arab-Israeli conflict and on interviews with participants, diplomatic historian Sicherman assesses the issue of Palestinian autonomy, including the role of U.S. diplomacy. He examines the meaning and origins of the concept of autonomy, or self-government, the rights and responsibilities it implies, and the chances for its success in the post–cold war era. For ordering information, contact the publisher at 5500 Central Avenue, Boulder, CO 80301-2877.

Walther, Wiebke. *Women in Islam.* Princeton, N.J.: Markus Wiener Publishing, 1993. Walther illustrates that the world, from the early Middle Ages to modern times, from the Atlantic to India, belongs to women as well as men. Included are tales of A'isha, who fought with Mohammed in the disastrous Camel Battle; Umm Omara, who lost a hand in battle; freed slave Rabi'a al-Adawiyya, a scholar of mysticism; Khayzuran, the richest and most powerful woman; and the poet Wallada, daughter of the Spanish Khalif.

Wolf, Aaron. *A Purity of Arms: An American in the Israeli Army.* New York: Doubleday, 1989. Wolf's story is that of an American who became an Israeli citizen and then completed two years of active duty in the Israeli Army. The book is a well-written and interesting chronicle of his daily life as an Israeli soldier and the trials he encountered. Letters to his parents and girlfriend demonstrate his mixed emotions. His experience illustrates many aspects of the Israeli-Arab conflict that exist today.

Africa: Ghana and South Africa

Addison, John. *Traditional Africa.* St. Paul, Minn.: Greenhaven Press, 1980. This brief survey of African history includes many illustrations and a number of excerpts from primary sources. It is available from social studies supply houses.

Africa: Western Region. AFRICA series. Videotape, 20 minutes. Encyclopaedia Britannica, 1993. This program focuses on the people of the western region of Africa and the environmental and cultural changes in this area wrought by modern times. Computer-generated maps and live-action location footage aid the exploration of location, lifestyles, and economic activities. Also available is *Africa: Southern Region*. Contact social studies supply houses for ordering information.

Arnott, Kathleen. *African Myths and Legends.* New York: Oxford University Press, 1962. Currently issued in paperback, this collection includes stories from several regions of the continent. "The Man Who Learned the Language of the Animals" and "Spider and Squirrel" may be coordinated with the study of Ghana, for example.

*Ayittey, George B. N. *Africa Betrayed.* New York: St. Martin's Press, 1992. The author, a native of Ghana, recalls the exhilaration that swept the continent when colonialism ended. But soon native African leaders began plundering their nations' economies, imprisoning political opponents, and blocking economic progress. Ayittey describes Africa's history of decentralization and markets before discussing the colonial era, the march toward tyranny, de facto apartheid, the military regimes, and the dubious conduct of the West. See also the author's *Indigenous African Institutions.*

Balewa, Alhaji Sir Abubakar Tafawa. *Shaihu Umar: Slavery in Africa.* Princeton, N.J.: Markus Wiener, 1993. The story of Hausa, a black African people who practiced the Islamic religion, takes place in northern Nigeria before the turn of the century against a backdrop of unrest and civil war. The author portrays the lives of women and children and their means of survival at a time when the trans-Saharan slave trade still flourished.

*Barnett, Jeanie. *Ghana.* Broomall, Penn.: Chelsea House, 1991. Teachers looking for student resources may well consider Chelsea House's *PLACES AND PEOPLE OF THE WORLD* series, of which this is one unit. Editors of the series make an effort to present current information in a palatable way, with photographs. Though books in the series will need to be supplemented by the use of other material, they comprise noteworthy materials in a field not widely addressed by trade book publishers.

**THE CAMBRIDGE HISTORY OF AFRICA* series. Cambridge, U.K.: Cambridge University Press, various dates. This extensive, multivolume history series is found in large public and university libraries. The authors are scholars who write to teachers and serious students.

Caravans of Gold and Kings and Cities. *AFRICA VIDEOTAPE* series, Tape II. London, U.K.: RM Arts, 1986. Hosted by the distinguished scholar Basil Davidson, this series focuses mainly on present-day life on the continent. Tape II, however, traces the roots of the medieval gold trade, examines its influence on the African continent and shows a fifteenth-century palace and one of the few remaining monarchical courts to preserve ancient rituals.

Chavis-Butler, Grace. *Africa: Religions and Culture—A Focus on the Ashanti.* Pittsburgh, Pa.: Dorrance Publishing, 1994. Chavis Butler presents an interesting, well-researched study of the role of religions and culture in African traditional life as exemplified by the Ashanti people.

Clark, Leon. *Through African Eyes* (Revised edition). New York: Center for International Training and Education, 1991. In this collection of source documents from the African perspective, all periods in Africa's history are covered. Some documents are related to West African kingdoms of the Middle Ages. A teachers' guide is available.

Davidson, Basil. *Ghana: An African Portrait.* New York: Aperture Foundation (Farrar, Straus and Giroux, distributors), 1976. Davidson, one of the leading scholars on African history, here offers an authoritative introduction to Ghana that remains worth reading despite more recent scholarship.

Edgerton, Robert B. *Like Lions They Fought: The Zulu War and the Last Black Empire in South Africa.* New York: Ballantine, 1989. This readable history of the colonial war in South Africa looks at the political conflict and the human conflicts that resulted. When looking at the war, Edgerton probes "the psychological and cultural assumptions" of those involved in the conflict. Drawing on many recent sources, the author presents multiple perspectives.

Ghana and Nigeria, 1957–1970: A Study in Inter-African Discord. Edited by Olajide Aluko. Lanham, Mo.: Barnes and Noble Books Imports (Rowman and Littlefield), 1976. The history of Ghana in the twentieth century must include some account of its conflicts and turmoil with Nigeria. Aluko presents a variety of writings on this troublesome period.

Ghana and the Ivory Coast. Edited by Philip Foster and Aristide R. Zolberg. Chicago: University of Chicago Press, 1971. This book is listed for its various perspectives and insights on the modernization of Ghana.

Ghanaian Literatures. Edited by Richard Priebe. Westport, Conn.: PGL/Greenwood Press, 1988. The editor features contributions in African-American and African studies. See also Robert A. Meyer's *Ghana* from the WORLD BIBLIOGRAPHICAL series (Santa Barbara, Calif.: ABC-CLIO, 1991).

Ghanaian Oral Histories: The Chiefs and Towns of Techiman Traditional State. Edited by D. M. Warren and K. O. Brempong. Normal: Illinois State University Press, 1988. The editors have brought together a number of primary sources along with insights into the rich oral tradition of Ghana. The work is the seventh in the PAPERS IN ANTHROPOLOGY series issued by the publisher. See also *Ghana Talks,* edited by Maggie Dodds (Colorado Springs, Colo.: Three Continents Press, 1976).

Gordon, Sheila. *Waiting for the Rain.* New York: Orchard Books, 1987. This is the story of two friends—one black, one white—whose conflicting dreams and the societal structure under which they live strain their friendship and polarize them on opposite sides of a threatening revolution. It is not only an illustration of life in South Africa but also a story of human relationships. The reading is accessible for several levels of readers.

Gross, Susan Hill, and Marjorie Wall Bingham. *Women in Africa of the Sub-Sahara: The Twentieth Century* (Vol. II). WOMEN IN WORLD AREA STUDIES. St. Louis Park, Minn.: Glenhurst Publications, 1982. Focusing on diverse groups of women in Sub-Saharan Africa, this book covers historic and contemporary topics, including various customs, traditions, laws, political and economic systems, and religious practices of 1,000 or more societies.

Harris, Gordon. *Organization of African Unity: An Annotated Bibliography* (Vol. VIII). INTERNATIONAL ORGANIZATION series. New Brunswick, N.J.: Transaction Publishers, 1994. Africanness became a formal political and spiritual force in a series of conferences at the beginning of the twentieth century when black peoples began a struggle for independence. Newly independent African states adopted a pan-African ideal against the remaining colonial and white-dominated territories on the continent. The subject of several chapters is the Organization of African Unity (OAU), which was launched in 1963.

Hayward, Jean. *South Africa Since 1948.* Neshkoro, Wis.: Bookwright Press,

1989. Visually impressive and appropriate for many levels of readers, this book traces the growth of apartheid by examining the major political and economic events in South Africa since the Nationalist party took power in 1945. Although the book is not lengthy, it is a quite comprehensive overview of South Africa's recent history and current issues.

Jones, Trevor. *Ghana's First Republic: The Pursuit of the Political Kingdom.* New York: Methuen, 1976. This scholarly history, suggested for teachers, is one of the publisher's *STUDIES IN AFRICAN HISTORY* series. It is available from university libraries. As a complement, see also J. D. Fage's *Ghana: A Historical Perspective* (Westport, Conn.: Greenwood Press, 1983 reprint of 1959 edition).

Lapping, Brian. *Apartheid: A History.* New York: George Braziller, 1986. Lapping traces the roots of apartheid and explores "the accretion of habits, institutions, laws, resentments, ambitions, acquiescences and evasions that have formed this rigid system of segregation today." The work is detailed and may be best suited as a reference book.

Limann, Hilla. *Democracy and Ghana.* Anaheim, Calif.: A. R. Collings, 1983. This large and varied collection of speeches by President Hilla Limann offers insight into the issues confronting Ghana in the 1980s, including national development, the people of Ghana, foreign relations, and internal politics and policies. Selected speeches could be read, discussed, and compared to similar South African documents.

Mandela, Winnie. *Part of My Soul Went with Him.* New York: Norton, 1985. Winnie Mandela writes about her life and her involvement in South African politics. Her story, not surprisingly, provides much insight into the life of her husband, Nelson, as well. The book is based largely on interviews and letters, and its division into sections facilitates the use of specific excerpts.

**Mathabane, Mark. *Kaffir Boy.* New York: Plume, 1987. Mathabane tells of growing up black in South Africa and of searching for "a moral center in an immoral world." It is a poignant account of apartheid, showing his personal struggles and those of his family. Brilliant characterizations of his family and an intimate narrative style make the book gripping.

Naidoo, Beverley. *Chain of Fire.* New York: HarperCollins/Trophy, 1990. South African exile Naidoo dramatizes the apartheid policy that turned blacks into foreigners in their own country. This novel of fifteen-year-old Naledi describes the forced removal of about three million blacks to barren, overcrowded "homelands" many of them had never seen.

Ngugi, James. *Weep Not, Child. AFRICAN WRITERS* series. Portsmouth, N.H.: Heinemann Educational Books, 1988. This is the story of Njoroge, a young man who desperately wants to go to school because that is the only way he can rise above his subservience to the white English settlers in his native Kenya. Ngugi writes passionately from his own experiences.

Oyono, Ferdinand. *Houseboy*. AFRICAN WRITERS series. Translated by John Reed. Portsmouth, N.H.: Heinemann Educational Books, 1966. This is another novel about the awakening of African nationalism. It is written in the form of a diary kept by a Cameroonian houseboy who is fascinated by his masters. As he studies the white world, his eyes are opened to the inequities that apply to him and his people. Oyono stresses the value of education as a means of obtaining the power necessary to defeat colonialism and achieve self-determination.

Paton, Alan. *Cry, the Beloved Country*. New York: Macmillan, 1987. Originally published in 1948, this novel is set in the Republic of South Africa and deals with racial tensions under apartheid. As a writer and political activist, Paton campaigned strongly against his country's separatist racial policies.

Paton, Jonathan. *The Land and People of South Africa*. New York: HarperCollins, 1990. Various versions of history that show courageous whites fighting off hordes of fierce heathen black warriors are criticized by Paton. The author discusses his country as a multicultural community in all its vitality and conflict.

Pellow, Deborah, and Naomi Chazan. *Ghana: Coping with Uncertainty*. Boulder, Colo.: Westview Press, 1986. This concise view of Ghana's future is based on its markedly turbulent past. It focuses on current issues and their historical roots. Social, economic, and political changes are all addressed, especially in relation to a nation's gaining its independence. See also the authors' *Ghana: A Profile* (Boulder, Colo.: Westview Press, 1985).

Petchenkine, Youry. *Ghana: In Search of Stability, 1957–1992*. Westport, Conn.: Greenwood Press, 1993. The author traces the recent history of Ghana, bringing events into the 1990s in a way that is helpful for teachers and serious students. The book is available from public and university libraries.

PROBLEMS IN AFRICAN HISTORY series (Revised editions). Edited by Robert O. Collins. Princeton, N.J.: Markus Wiener Publishers, various dates. Presently, two volumes constitute this series: *The Precolonial Cultures* and *Historical Problems of Imperial Africa*. Though neither deals with modern Africa, the books are cited for a range of interpretations and contemporary perceptions regarding Africa's past. Collins also edits a three-volume series, *AFRICAN HISTORY IN DOCUMENTS* for the same publisher

Ramusi, Molapatene Collins. *Soweto, My Love: A Testimony to Black Life in South Africa*. New York: Henry Holt, 1989. This book is called by the publisher "the black man's South Africa, a memoir and testimony from the other side." Through his autobiography, Ramusi illustrates the conditions of South African townships and describes how he fought to defend victims of racial laws in court. Although the book's focus is on struggle, it conveys a sense of optimism and hope for change.

Regions of the World. Part 2. Filmstrip and videotape. Niles, Ill.: United Learning, 1990. This unit of study on filmstrip and video covers the physical geography, economies, history, cultural patterns, and politics of four regions: Sub-Saharan Africa; the Middle East and northern Africa; Asia; and the South Pacific. The problems of population growth, unstable political conditions, and poverty in the developing world are covered. Included are maps, graphs, chart activities, and dozens of correlated worksheets which explain key issues. For orders or inquiries, contact United Learning at (800) 424-0362.

Shams, Hadi, and Alexander Sarvis. *Ghana Under Structural Adjustment: The Poverty Impact*. STUDIES IN RURAL POVERTY: AN INTERNATIONAL FUND FOR AGRICULTURAL DEVELOPMENT series. New York: New York University Press, 1991. Ghana's economic problems are the focus of this study on the impact of poverty on political or institutional measures and reforms. This books is useful to teachers and serious students. See also *Ghana: The Political Economy of Recovery*, edited by Donald Rothchild (Boulder, Colo.: Lynne Reinner, 1991).

Smith, Chris. *Conflict in Southern Africa*. New York: New Discovery Books, 1991. The local population in South Africa did not share the wealth from natural resources accumulated by Europeans who colonized the area from the seventeenth century onward. After fighting to free itself from control, South Africa declared independence in 1926. To remain in power, the white South Africans, a fifth of the total population, set up a system of laws in the 1950s to prevent blacks, Asians, and people of mixed race from seizing power. After years of conflict and violence, the white government set out on a path of reform in the early 1990s. In the final chapter of this book, the chances for peace are considered.

Somehow Tenderness Survives: Stories of Southern Africa. Edited by Hazel Rochman. New York: HarperCollins, 1988. Rochman has compiled stories and autobiographical accounts that bring to life the oppressive complexity of ghetto life in South Africa under apartheid. Authors include Peter Abrahams, Ernst Havemann, Zoe Wicomb, Doris Lessing, Mark Mathabane, and Nadine Gordimer, among others.

South Africa: A Land Apart. Videotape, 18 minutes. AFRICA IN FOCUS video series. Evanston, Ill.: Altschul Group Corporation, 1994. A nation in transition, South Africa has gone through many turbulent times. This program explores current issues, from apartheid to its first democratic elections, as well as the diverse geography and rich natural resources of the region. For purchasing information, contact the publisher at (708) 328-6700.

South Africa 1948–1993. FRONTLINE ON THE GLOBAL VILLAGE series. Edited by Jonathan Gould. Ottawa, Canada: Ronald P. Frye & Company, 1993. South Africa isn't the only country colonized by Europeans who acted in a racist manner, but it is unique in that in 1948 it instituted apartheid, a systematic policy of racism. This sourcebook with primary and secondary articles, documents, pictures, charts, and editorial cartoons helps students to analyze the issues, develop ideas, and find their own answers to important questions about what the future holds for the people of South Africa.

Strand, Paul, and Basil Davidson. *Ghana: An African Portrait.* Millerton, N.Y.: Aperture, 1976. The photography by Strand and the commentary by Davidson, one of the foremost scholars on African history, make this a wonderful, black-and-white account of the history of Ghana. A list of recommended readings is included.

Thompson, Leonard. *A History of South Africa.* New Haven, Conn.: Yale University Press, 1990. This comprehensive and highly acclaimed history of South Africa deals with the economic, social, political, and cultural dynamics that have shaped its development. Bishop Desmond Tutu writes, "I did not think it was possible for a white person to write a history of South Africa which a black South African would find to be a fair and accurate account of a beautiful land and its people. Leonard Thompson has disabused me of that notion." The writing is highly engaging as it focuses on the people involved.

A Town Meeting with Nelson Mandela. Videocassette. Charleston, W.Va.: Cambridge Social Studies, 1990. This 90-minute program contains Ted Koppel's historic interview with the leader of the African National Congress, Nelson Mandela. Considered the father of the antiapartheid movement in South Africa, Mandela is an international symbol of the human rights movement.

Two Voices from Nigeria: Nigeria Through the Literature of Chinua Achebe and Buchi-Emecheta. Stanford Program on International and Cross-Cultural Education, n.d. SPICE, Littlefield Center, Room 14, Stanford University, Stanford, CA 94305-5013, (800) 578-1114. Excerpts from the novels of two of Nigeria's best-known writers, one male and one female, provide students with an unusual opportunity to view Nigerian culture and history through the eyes of its people.

**UNESCO General History of Africa* series. Berkeley: University of California, various dates. Long available only as an expensive college reference series, selected volumes of this encyclopedic history are now being issued in abridged, paperback editions and are often available in both university and public libraries.

Women in South Africa. Edited by Christine Quinta. New York: Allison and Busby, 1987. Quinta's work is listed for its profiles of outstanding women in South African history.

Women's Voices on Africa. Edited by Patricia W. Romero. Princeton, N.J.: Markus Wiener Publishers, 1992. This collection features writings by Victorian women—diplomats, journalists, missionaries, travelers, and a witness of the Mau-Mau insurrection. They write about African women and cross-cultural misunderstandings.

Zaire in Pictures. Visual Geography series. Minneapolis, Minn.: Lerner Publications, 1992. This objective presentation covers Belgium colonialism; later resistance by educated Congolese; independence and civil war; and the weakening hold on power of Zaire's leader, Mobutu. Zaire, a fascinating country, is the largest nation in Africa. This book is for students.

Latin America: Mexico and Brazil

Artsource: The Music Center Study Guide to the Performing Arts. Each of the program's 58 units focuses on the work of an accomplished artist in the discipline of dance, theater, or music. Units include written materials about the artist's life; his or her work; and a sample of that work presented in audio, visual, or textual form. Each unit includes model lessons for three grade and skill levels. The artists included in *Artsource* represent diverse cultures, periods and styles (e.g., Lily Cai/ancient Chinese classical court dances; John Y. Mori/Japanese Festival Sounds; and Josefina Lopez/*Simply Maria, or the American Dream*). Artists from the center's education division roster are available for in-school performances and student workshops and for in-service sessions for teachers. For information or to order, contact Melinda Williams, Director of Education, Music Center Education Division, 135 N. Grand Avenue, Los Angeles, CA 90012, (213) 972-7485.

Azuela, Mariano. *The Underdogs: A Novel of Mexican Revolution.* New York: New American Library, 1963. Azuela was a Mexican novelist who wrote about aspects of Mexican life during the twentieth century. He focused on social justice and human dignity as well as society's cynicism and corruption. Originally written in 1916, this novel was inspired by the Mexican Revolution and contains vignettes recounting the career of Demetrio Macias, who led poverty-stricken masses who willingly struggled for a cause they did not completely understand and were, ultimately, victims of the Revolution.

A longshoreman in Lazaro Cardenas, Michoacan, Mexico, loads steel ingots bound for New Orelans. Photograph by David Barton. Used by permission.

Brazil and the Northern Countries. SOUTH AMERICA series. Videocassette. Chicago: Encyclopaedia Britannica, 1992. Physical, human, and economic features of Brazil and the northern countries of South America are the focus of this insightful narrative combined with colorful photography, artwork, and 3-D computer graphics. This 21-minute program is particularly concerned with the process and consequences of the destruction of the rain forest. It is available through social studies supply houses.

Brenner, Anita, and George R. Leighton. *The Wind That Swept Mexico: The History of the Mexican Revolution, 1910–1942.* TEXAS PAN AMERICAN series. Austin: University of Texas Press, 1971. Students see the Mexican Revolution closely and fully through 184 historical news photographs.

Brown, Warren. *Fidel Castro, Cuban Revolutionary.* Brookfield, Conn.: The Millbrook Press, 1994. Brown describes

Castro from his childhood and student days through his years in power. In his rise to power, Castro promised that Cuba would be free from a dictatorship and would be truly democratic. Instead, he established a communist dictatorship.

Davis, Marilyn. *Mexican Voices/American Dreams: An Oral History of Mexican Immigration to the United States.* New York: Henry Holt, 1990. Davis's compilation is a wonderful collection of the oral histories of dozens of people who immigrated to the United States from Mexico. Their accounts, combined with traditional epic ballads, speak to the emotions felt by immigrants. The work is somewhat long, so excerpts of individual stories could serve as class readings.

De Wagenheim, Olga Jimenez. *Puerto Rico's Revolt for Independence: El Grito de Lares.* Princeton, N.J.: Markus Wiener Publishing, 1993. De Wagenheim interprets Puerto Rico's first and most significant attempt to end its colonial dependence on Spain. The author describes the imperial policies and conditions within Puerto Rico which led to the 1868 rebellion known as El Grito de Lares. The book is available in Spanish. Also available is *The Puerto Ricans: A Documentary History,* edited by Kal Wagenheim and Olga Jimenez De Wagenheim. They believe that the experience of Puerto Ricans has been obscured by propaganda and that a subtle brand of colonialism still endures.

The Diary of "Helena Morley." Translated from the Portuguese by Elizabeth Bishop. New York: Ecco, 1991. This diary was written in the late 1800s by a girl living in a Brazilian mining town. Originally published in Brazil in 1942, the story not only paints a portrait of the Brazilian landscape but also speaks of what it means to be young.

Dickinson, Peter. *Shadow of a Hero.* New York: Delacorte Press, 1994. Set in the fictitious country of Varina, this novel tells of an English teenager whose grandfather becomes involved in the political struggle to survive in Eastern Europe. The story takes place in 1989, when Eastern Europe is in chaos after the fall of communism. Varina, a small country split between three big countries, wants to maintain its identity. The book is suggested for recreational reading by students.

Diederich, Bernard, and Al Burt. *Papa Doc: Haiti and Its Dictator.* Foreword by Graham Greene. Princeton, N.J.: Markus Wiener Publishing, 1993. Diederich describes Haiti's brutal history and gives a full account of the horrifying rule of François Duvalier. The author tells of how Duvalier has undone United States policy and humiliated Washington. Also by Diederich is *Trujillo: The Death of the Dictator* and *Somoza and the Legacy of U.S. Involvement in Central America.*

Dominguez, Jorge. *Mexico's Political Economy: Challenges at Home and Abroad.* Beverly Hills, Calif.: Sage, 1982. Although somewhat dated, Dominguez's study highlights several issues that have become significant since the passage of the North American Free Trade Agreement (NAFTA). This out-of-print book is available in some libraries.

*Fagg, John Edwin. *Pan-Americanism.* Louis L. Snyder, general editor. Malabar, Fla.: Robert E. Krieger, 1982. This book describes the course of the Pan-American movement from its early days to the present. The idea that the Americas had a special mission that separated them from the Old World dates from Bolivar's Panama Congress of 1826, or even sooner. Various readings illustrate and assess the stages of the movement.

Fernandez, Jose B. *Jose de San Martin: Latin America's Quiet Hero.* Brookfield, Conn.: The Millbrook Press, 1994. Jose de San Martin brought political freedom and social equality to Latin America by challenging Spanish rule. One of his accomplishments as commander in chief and captain general of the Army of the Andes was to lead his army across the Andes Mountains, the second-highest mountain range in the world, to confront the Spanish army waiting on the other side. His personal triumph led to the liberation of Latin America.

Gamio, Manuel. *The Mexican Immigrant: His Life Story* (Reprint of 1931 edition). Salem, N.H.: Ayer, 1969. Based on Gamio's in-depth study of Mexican immigration, this book is an incredible collection of firsthand accounts of immigrants themselves. The chapters of the book nicely describe the topics covered: "The Mexican Leaves Home," "First Contacts," "The Economic Adjustment," "Conflict and Race-Consciousness," "Assimilation," and others. This book was a landmark document on this issue and remains valuable and thought-provoking today.

Greene, Graham. *The Power and the Glory.* New York: Viking Penguin, 1990 (Reprint). A renegade priest tries to escape the unrelenting forces of the revolution in Mexico. He is being pursued by two adversaries—the police and his own conscience. The personal story unfolds against a background of a nation undergoing tremendous turmoil, a nation trying to throw off the previous hundred years of often bad rule in an attempt to establish a modern republic.

Gross, Susan Hill, and Marjorie Wall Bingham. *Women in Latin America: The Twentieth Century.* Edited by Janet Donaldson. Saint Louis Park, Minn.: Glenhurst, 1985. According to the authors, it is important to recognize the differences among Latin American peoples and countries and to realize that the status of women has varied greatly, depending on factors such as time, place, class, life stage, and individual talents. Historically, there have been many eminent women and unusual roles for women, from pre-Columbian times to the present.

*Hoobler, Dorothy, and Thomas Hoobler. *The Mexican American Family Album.* *American Family Albums* series. New York: Oxford University Press, 1994. Perhaps no other series of books shows more promise for engendering cross-cultural appreciation and understanding than this series. Following flagship volumes on Chinese American and Italian American families, this book presents stories from diary entries, letters, personal remembrances, and photographs culled from family archives. The primary sources point up the historical

conditions and hopes which prompted many Mexican citizens to move northward, only to be "crossed over by the border" during the westward movement. Librarians will welcome this informative and well-illustrated book that addresses student readers.

Lankford, Mary D. *Quinceanera: A Latina's Journey to Womanhood.* Jesse Herrera, photographer. Brookfield, Conn.: The Millbrook Press, 1994. The Spanish words for *fifteen* and *birthday* evolved into the term *quinceanera* to refer to the rite of passage for fifteen-year-old girls of Latino background whether they, or their parents, were born in Mexico, Cuba, Puerto Rico, or Latin America. This book describes the *quinceanera* of a Mexican girl who lives in Austin, Texas.

The Last Rainforests. Edited by Mark Collins. New York: Oxford University Press, 1990. This is a visually stunning, full-color book, filled with maps, photographs, and drawings of "the people, flora and fauna of the richest habitats on Earth." Collins and his contributors do a good job of presenting concerns about the rain forests today as well as possible solutions and proposals. Current information about the status of the Brazilian rain forests is part of this comprehensive work.

Lost Illusions, Latin America's Struggle for Democracy as Recounted by Its Leaders. Edited by Paul H. Boeker. Princeton, N.J.: Markus Wiener Publishing, 1993. Until a dozen years ago virtually all of Latin America was under the sway of military dictatorship, which used pressure and intimidation to control people. This story tells of a quiet revolution in Latin America, where 90 percent of people now live under democratically elected governments. Included are profiles and interviews of 26 leaders.

Martinez, Elizabeth Coonrod. *Sor Juana: A Trailblazing Thinker.* Brookfield, Conn.: The Millbrook Press, 1994. Sor Juana is the story of a Hispanic woman who lived in Mexico in the 1600s. As a woman, her love of learning could be satisfied only by becoming a nun, which at age nineteen she achieved. Having access to books resulted in her becoming one of her country's greatest writers and thinkers.

Mexico. Videocassette from filmstrips. VDEA, 1986, 1987. This 20-minute video conveys urban and rural life in modern Mexico through the eyes of two Mexican children. They relate information about Mexican history, farming, natural resources, revenues, and contemporary issues related to employment, housing, and food. A spiral-bound, reproducible activity book, including background information, student readings, and a program script, is available separately. These materials are available through social studies supply houses.

Mexico Today. Edited by Tommie Sue Montgomery. Philadelphia, Pa.: Institute for the Study of Human Issues, 1982. *Mexico Today* is an interesting collection of writings about Mexico, many of which address the formation and building of Mexico as a nation. The entries were drawn from a symposium on the status of Mexico sponsored by the Smithsonian Institute, and although the book was compiled in the early 1980s, issues which were highlighted are still relevant. Of particular significance is the introduction by Octavio Paz.

Miller, Francesca. *Latin American Women and the Search for Social Justice.* Hanover, N.H.: University Press of New England, 1991. This feminist history is noteworthy for its focus on twentieth-century events.

Moctezuma, Eduardo Matos. *Treasures of the Great Temple: Art and Symbolism of the Aztec Empire.* Alti Publishing, 1991. 4180 La Jolla Village Drive, Suite 520, La Jolla, CA 92037. (800) 284-8537; (619) 452-7703; Fax (619) 452-6841. Moctezuma's clearly written book elucidates the cultural traditions and technical accomplishments behind the masterpieces of Aztec art. This book focuses on the holiest site of the greatest city of the grand cities and civilizations in historic Mexico—the Templo Mayor in the ancient Aztec capital of Tenochtitlan.

*Paz, Octavio. *The Labyrinth of Solitude: Life and Thought in Mexico.* New York: Grove Press, 1961. In this collection of essays, Paz, a 1990 Nobel laureate, discusses Mexican society and culture and the limitations and restrictions that he sees being placed on them. Also valuable are Paz's collections of poetry, which convey intimate views of Mexico and its people.

Penichet, Jeff. *Mexican Mythology.* Videocassette, 30 minutes. Los Angeles: Bilingual Educational Services, 1983. This study of myths clarifies for students Mexico's rich past and its continuing importance in today's world. Also available by Jeff Penichet are *Latino History of the Southwest,* in two sets, 1982; and LATINA: PAST AND PRESENT series, 1983: *La Latina en la historia (The Latina's role in history); La Latina en la vida contemporanea (The Latina in contemporary life);* and *Contribuciones de latinas en el arte y en literatura (Contributions of Latinas in art and literature).* Order from Bilingual Educational Services, 2514 South Grand Avenue, Los Angeles, CA 90007, (800) 448-6032.

People and Issues in Latin American History: From Independence to the Present (Second edition). Edited by Lewis Hanke and Jane Rausch. Princeton, N.J.: Markus Wiener Publishing, 1993. This book emphasizes social history and the consequences of revolutionary change since Bolivar. Issues presented include conflicting Latin and North American attitudes at the turn of the twentieth century; Eva Peron; and the Cuban Revolution.

Regions of the World, Part I. Filmstrip or videotape. Niles, Ill.: United Learning, 1990. Four regions are featured in this filmstrip or video—Latin America and the Caribbean; Eastern Europe and the Soviet Union; Anglo America; and Western Europe. Spectacular photographs, maps, artwork, and historical pictures illustrate the physical geography, economies, history, cultural patterns, and politics of each region. Various extended learning activities are included. For additional information contact United Learning at (800) 424-0362.

Sepulveda, Luis. *The Old Man Who Read Love Stories.* New York: Harcourt Brace, 1989. Students would enjoy reading this novel about a man who learns to live in harmony with nature in the South American rain forest. He experiences the inevitable struggle between man and nature; the theme becomes a plea for respect of wildlife and primitive cultures.

Simpson, Lesley Byrd. *Many Mexicos.* Berkeley: University of California Press, 1966. This narrative history of Mexico was originally published in 1941; 25 years later, a revised version was issued. This 1966 edition remains a well-read history of Mexico, based not only on political evidence but also on cultural interactions as well. Students will enjoy Simpson's flowing narrative style and warm, intimate voice. It is available through libraries.

**Skidmore, Thomas, and Peter Smith. *Modern Latin America.* New York: Oxford University Press, 1984. This resource is helpful in understanding Mexico's historical developments and major problems as an underdeveloped country in the contemporary world. The author discusses the effects of Mexico's struggles for independence on the social, economic, and political structures during various time periods; the key players in the revolutions and ensuing reform efforts; diplomatic relationships with the United States; and impact of nationalism in contemporary Mexico.

Stanford Program on International and Cross-Cultural Education. SPICE, Littlefield Center, 300 Lasuen Street, Stanford, CA 94305. This curriculum development project offers a substantive collection of inquiry-based, multimedia curriculum materials on China, Japan, Europe, Africa, and Latin America with some focus on the immigrant experience in the United States. The following publications may be useful for studying some topics in this unit: *Contrasting Urban Lifestyles in Brazil; What Have We Got to Lose? Latin America Tropical Rainforests* (English and Spanish)*; Global Warming; U.S.–Mexico Economic Interdependence; Why Do People Move? Migration from Latin America; U.S.–Mexico Economic Interdependence;* and *Latin American Visual Art Today.*

*Stein, R. Conrad. *The Mexican Revolution, 1910–1920.* New York: New Discovery Books, 1994. The uncharacteristic cruel brutality unleashed by the Mexican Revolution (1910–1920) came about only after decades of frustration. Stein condenses early Mexican history and focuses on the Diaz years, Madero, Huerta, the onslaught of revolutionary war, Obregon, Carranza, Calles, and colorful figures such as Pancho Villa. Students who read this book will gain a solid overview as well as a grim impression of the high cost in overcoming a perfidious and corrupt system. A chronology and an appendix containing biographical sketches are helpful.

Stimson, Henry L. *American Policy in Nicaragua, The Lasting Legacy.* Introduction and commentary by Paul H. Boeker. Essays by Andres Perez and Alan Brinkley. Princeton, N.J.: Markus Wiener Publishing, 1993. Stimson, a former special envoy to Nicaragua, presents an illuminating document on American foreign policy in Nicaragua. Included are critical perspectives as well as the full text of the U.S. State

Department's *The United States and Nicaragua: A Survey of the Relations from 1909 to 1932.* The book describes a president named Chamorro, a revolutionary named Sandino, and elections supervised by the United States.

*Young, Jordan M. *Brazil: Emerging World Power.* Malabar, Fla.: Krieger, 1991. Young describes and assesses Brazil's expanding, developing, and mastering of its natural resources and its dream of becoming a world power. Brazil is a giant among nations, and its emerging global status is a force to be reckoned with. Clarifying documents—speeches, political declarations, and illustrative materials—as well as historical background are included.

The Changing World

The Arab-Israeli Conflict: Looking for a Lasting Peace. Providence, R.I.: Brown University, Choices Education Project, 1994. This curriculum material is intended to help students examine one of the world's most intractable problems and consider a wide-ranging set of options for U.S. foreign policy. For purchasing information, contact the Thomas J. Watson, Jr., Institute, Brown University, Providence, RI 02912, (401) 863-3155.

Arnold, Phyllis A., and David J. Rees. *Russia, Then and Now.* Springfield, Mo.: Arnold Publishing, 1993. The dynamics of the former Soviet Union is the subject of this book. Historical, social, political, and economic background help students to grasp what is happening in Eastern Europe. Activities are provided in the text and in the accompanying resource package. Yearly supplements update *Russia, Then and Now.*

Beyond the White House Lawn: Current Perspectives on the Arab-Israeli Peace Process. New York: Anti-Defamation League of B'nai B'rith, 1994. This publication represents the viewpoints of the league regarding Israeli-Palestinian accord and other bilateral and multilateral talks. Telephone the publisher at (415) 981-3500 or (310) 446-8000 for purchasing information.

*Blankenship, Glen, and D. William Tinkler. *Cultural Reflections: Work, Politics, and Daily Life in Germany.* New York: Goethe House, 1994. Social science content is solid in this instructional material. Varied activities and primary sources cover employment, government, culture, and daily life. Lessons include excellent opportunities for students to read and interpret charts, graphs, and tables. Single copies at cost price are available from the American Association of Teachers of German, (609) 795-5553; free sets for in-service training may be obtained from Goethe House New York, (212) 439-8700. Also recommended are this publisher's *The Geography of Germany: Lessons for Teaching the Five Themes of Geography* and, slated for publication in 1996, *Germany and Europe: Enduring Issues.*

Boutros-Ghali, Boutros. *An Agenda for Peace.* New York: The United Nations, 1992. In this publication the UN's secretary general proposes a series of graduated UN responses to international aggression and discusses his own beliefs regarding the UN's peace-enforcing role. The Cowin essays cited later present opposing viewpoints, raising questions regarding some of Boutros-Ghali's proposals.

Capital to Capital. Videocassette, 55 minutes. Charleston, W.Va.: Cambridge Social Studies, 1991. Communication among all nations of the world is of utmost importance as political change continues to stir our current global environment. This video covers discussions held between world leaders and journalists, broadcast simultaneously to the United States and the Soviet Union.

Castaneda, Omar S. *Imagining Isabel*. New York: Lodestar Books (Dutton), 1994. Sixteen-year-old Isabel Pacay Choy struggles to find her place in Guatamala, despite its social and political turmoil, and to achieve a balance between a traditional world and a modern one. She ventures into the unknown—a challenge which confuses her notions of truth.

Berliners atop the Berlin Wall celebrate the opening of the border crossings between East and West Berlin in 1989. In the background is the Brandenburg Gate. AP/Wide World Photos

Chandler, David P. *The Land and People of Cambodia*. New York: Harper Collins, 1991. The chief value of this student reference is that it presents a vast amount of history and geography in a concise, accessible way. This student resource is suggested for rounding out Asian studies in high school courses.

Chang, Sidney H., and Leonard H. D. Gordon. *All Under Heaven: Sun Yat-sen and His Revolutionary Thought*. Stanford, Calif.: Hoover Institution Press, 1991. This interesting volume is a carefully researched and documented work. Although dealing with a well-known subject, it provides both new information and useful details of known events. The authors write with objectivity and sympathetic understanding of the monumental tasks that confronted Sun Yat-sen. Teachers and serious students will appreciate this work.

Chicoine, Stephen, and Brent Ashabranner. *Lithuania: The Nation That Would Be Free*. New York: Cobblehill (Dutton), 1995. Although Lithuania has been recognized internationally as a sovereign nation for hundreds of years, it has had to fight against encroachment by other countries that have coveted its beautiful lakes and forests. The authors tell the story of Lithuania's long fight against foreign tyranny and its struggles to establish democracy. The book's attractive use of color photography with narrative accounts of real people resembles the style of *National Geo-*

graphic. This is a welcome addition to any library and is suggested for student reading.

Cowin, Andrew J. "Setting Priorities at the United Nations." United Nations Assessment Project Study. Washington, D.C.: The Heritage Foundation, 1993. This background and briefing paper discusses the serious ramifications of the UN's peacekeeping and environmental roles. It also critiques the mismanagement and corruption allegedly rampant at the UN, the organization's apparent inability to establish attainable goals, and Boutros-Ghali's thwarted efforts toward reform. Particularly helpful is a flowchart of UN committees and councils, as well as a table of UN agency acronyms. Cowin writes regularly on UN issues. See also his 1992 essay "Expanding United Nations' Peacekeeping Role Poses Risk for America," "Talking Points: George Bush's Trip to the UN Earth Summit: Five Principles to Guide Global Policy" (May 22, 1992), and other pieces. For purchasing information, contact the publisher at (800) 544-4843.

Czechoslovakia: A Selection of Teaching Materials. American Federation of Teachers, AFL-CIO, Educational Excellence Network, and Freedom House, 1990. Education for Democracy Project, American Federation of Teachers, 555 New Jersey Avenue, NW, Washington, DC 20001. Readers gain a deeper understanding of the ideas and principles of democracy, for which millions of Eastern Europeans have risked their lives, by studying about the revolution in Eastern Europe after decades of Soviet domination and communist dictatorship. This collection of materials focuses on the events, ideas, issues, and personalities that have propelled Czechoslovakia's successful democracy movement. Also available from the Education for Democracy Project are teaching materials for Poland, Romania, and Hungary.

Danticat, Edwidge. *Breath, Eyes, Memory.* New York: Soho Press, 1994. The author views the Haitian culture, politics, and family relationships through the eyes of a young girl approaching adolescence. The story revolves around the young girl's reunion with her mother after a long and traumatic separation. This book is suggested for teachers' background reading and should be reviewed before it is used with students.

Durch, William, and Berry Blechman. *Keeping the Peace: The United Nations in the Emerging World Order.* Washington, D.C.: The Henry L. Stimson Center, 1992. The authors call for an expanded UN role. This is a good foil for the Cowin articles, cited earlier, since the authors argue for a preeminent UN peacekeeping role. For purchasing information, contact the Stimson Center, 21 DuPont Circle, Fifth Floor, Washington, DC 20036, (202) 223-5956.

Eastern Europe: A Resource Guide for Teachers. Compiled by Richard Frucht and Elizabeth Talbot. Palo Alto, Calif.: American Association for the Advancement of Slavic Studies, 1991. This guide includes annotated bibliographies and audiovisual resource lists for individual countries in Eastern Europe. In addition, the guide lists outreach centers which

teachers can contact for additional curricular materials and suggestions. Popular magazines and journals are listed, as well as other resources, such as university scholars on Eastern Europe. Contact the publisher at 128 Encina Commons, Stanford University, Stanford, CA 94305-6029, (415) 723-9668.

Europe in a Changing World: The External Relations of the European Community. EUROPEAN DOCUMENTATION series. Luxembourg: Office for Official Publications of the European Communities, 1993. The European Community was established 35 years ago to run a unified trade policy. It has become a political force as well. For a wide variety of other free publications on the European Community, contact EC Delegation, Publications, 2100 M Street, NW, 7th Floor, Washington, DC 20037, FAX (202) 429-1766.

The Fall of Communism. Charleston, W.Va.: Cambridge Social Studies, 1990. Videocassette, 80 minutes. This program examines the forces and events behind the shift from communism to democracy in Estonia, Poland, Lithuania, and Russia. The tearing down of the Berlin Wall is also featured. Contact the publisher at (800) 468-4227.

Filipovic, Zlata. *Zlata's Diary: A Child's Life in Sarajevo.* New York: Viking, 1994. In September of 1991, shortly before her eleventh birthday, Zlata Filipovic began a diary. Growing up in Sarajevo as the only child of doting parents, Zlata was preoccupied with birthday parties, school, piano lessons, fashion magazines, and MTV. Some eight months after she began her diary, war broke out in Sarajevo, and Zlata's childhood was destroyed. Once the war begins, her daily life is marked by trips to the cold, dark cellar to escape the constant shelling; food shortages; lack of heat, water, and electricity; and perpetual terror. Seen through a child's eyes, these tragedies are even more horrifying. Originally published in Croat by UNICEF, the diary has gone on to be published in more than 12 countries, and the serialization rights were bought by *Newsweek.*

Folk Tales of Egypt. Translated by Denys Johnson-Davies. Cairo, Egypt: Hoopoe Books, 1992. This collection makes available to English-language readers a rich folk heritage little known in the United States. The book is distributed in this country by AMIDEAST Publications, 1100 17th Street, NW, Washington, DC 20036-4601, (202) 785-0022.

Free to Choose: A Teacher's Guide to Revolution and Reform in Eastern Europe. Stanford, Calif.: American Association for the Advancement of Slavic Studies (AAASS); Stanford Program on International and Cross-Cultural Education (SPICE), 1991. This guide includes resource materials and activity suggestions on Eastern Europe. The focus is on such topics and themes as democracy and freedom and the impact of the revolutions in Eastern Europe.

*Garfinkle, Adam, and others. *The Devil and Uncle Sam: A User's Guide to the Friendly Tyrants Dilemma.* New Brunswick, N.J.: Transaction Publishers (Rutgers—The State University), 1992.

For more than 40 years, the American government has struggled with the challenge of maintaining useful relations with a special breed of regime, one whose rulers profess a community of interests with the United States while they rule through authoritarian means. Relationships with such rulers generate tensions about the need for prudent security strategies and the ideal of promoting liberty and human rights worldwide. This book draws examples from the last four decades, conveying the harsh realities of international politics. For purchasing information, telephone the publisher at (908) 932-2280.

Goethe Institute, 530 Bush Street, San Francisco, CA 94108, (415) 391-0370. The Goethe Institute produces a range of useful materials for teaching about contemporary Germany. *The Geography of Germany* is linked to the five themes of geography; *Cultural Reflections: Work, Politics, and Daily Life in Germany* introduces students to German employment, education, family, leisure, government, social programs, and health care. Although *Overview of the Federal Republic of Germany* was intended for students in middle schools, its materials focusing on geography and government are useful with high school sophomores as well. Contact the publisher for price information. Contemporary Germany is an excellent topic for updating or substituting in the area studies suggested for Unit VIII.

*Harper, John Lamberton. *American Visions of Europe: Franklin D. Roosevelt, George F. Kennan, and Dean G. Acheson.* New York: Cambridge University Press, 1994. The way the United States views Europe is often fuzzy, according to Harper. Not the least of these pernicious perceptions is the tendency to regard Europe as a singular, "one size fits all" entity. Harper states that American diplomatic intentions for Europe are likely to break apart on shoals of European contrariness. A genuinely operational European Union is unlikely, given the competing tides of interests and the regional power centers. An imperfect union, however, is possible. This book is essential reading for teachers and students interested in seeing how the United States could become a victim of its own good intentions. See also *An Ambivalent Heritage: Euro-American Relations,* by Peter Duignan and L. H. Gann (Stanford, Calif.: Hoover Institution Press, 1994).

Hoffmann, Stanley. "France: Keeping the Demons at Bay," *New York Review of Books.* Vol. XLI (March 3, 1994), pp. 10–16. Harvard professor Stanley Hoffmann has been a perceptive observer and critic of modern-day France. (French nationalism since 1945 is the topic of a book now in preparation by Hoffmann.) This article (especially the second section) touches on the current French ideal of citizenship and cultural integration and is suggested for teachers and serious students. See also *After the Cold War* (Cambridge, Mass.: Harvard University Press, 1993), coedited by Hoffmann.

Hursh, Heidi, and Jonathon Fore. *Global Issues for the '90s.* Boulder, Colo.: Social Science Consortium, 1993. This guide to teaching about contemporary global concerns includes problem-solving models for students to apply to current international crises.

Images of Germany Past and Present: A Film Collection. Deutsche Welle Television, 1992. Goethe House New York, 1014 Fifth Avenue, New York, NY 10028, (212) 439-8700; FAX (212) 439-8705. This series of seventeen 30-minute films about Germany are appropriate for middle and high school students. Goethe House grants permission to schools to reproduce unlimited copies of the lesson plans for classroom use and to convert the films to videos.

Karpinski, Jakub. "Sovietology on the Walls and in the Classroom." *Poland* (Aug., Sept., Oct., 1989). A Polish journalist asked Polish high school students questions about the word *komuna,* which originally meant "commune." Young people in Poland used to shout the slogan "Down with the komuna," which they would also paint on walls. In the slogan *komuna* refers to communism or communists in the collective sense, but with a strong negative flavor. The students' interpretations of *komuna* and communism are striking, especially when compared to Western sovietologists' analyses.

Kuo, Tai-chun, and Ramon H. Myers. *Understanding Communist China: Communist China Studies in the United States and the Republic of China, 1949–1978.* Stanford, Calif.: Hoover Institution Press, 1986. The authors have researched and evaluated four common misunderstandings of mainland China. This overview of the "China watchers" over the last 40 years is recommended for teachers and serious students.

Last Chance in Manchuria: The Diary of Chang Kia-ngau. Edited by Donald G. Gillin and Ramon H. Myers. Translated by Dolores Zen. Stanford, Calif.: Hoover Institution Press, 1989. From September, 1945, to April, 1946, Chang Kia-ngau recorded the negotiations between Nationalist China and the Soviet Union concerning Manchuria. A Soviet proposal to rehabilitate the huge Japanese industrial complex there with Nationalist China's cooperation would have allowed the Nationalist government to control Manchuria in return for permitting the Soviets to exert foreign influence there. Chiang Kai-shek's refusal ultimately led to the Chinese Communists' victory in Manchuria, and it was there that the civil war was lost. This resource is suggested for reading by teachers.

LEARNING ABOUT OUR WORLD: Germany (Vol. II, middle and high school edition). Columbus: Ohio Department of Education, 1994. Under the leadership of Kent J. Minor and Frank L. Schiraldi, 19 teachers created this activities book for high school units on Germany. History teachers will welcome the primary source material relating to some of the activities.

LEARNING ABOUT OUR WORLD: Japan. Columbus: Ohio Department of Education, 1994. Eight teachers collaborated to produce a range of social studies lessons dealing with modern Japan. While some of the lessons apply best to lower grades, the historical and comparative geography lessons are useful at the tenth and eleventh grades. The lesson "Reforms in Japan" is useful for the study of World War II. Contact Kent

J. Minor at (614) 466-2407 for purchasing information.

Learning about Peoples and Cultures. PEOPLES AND CULTURES series. Edited by Seymour Fersh. Evanston, Ill.: McDougal, Littell and Company, 1989. This collection of articles from both contemporary and classic authors provides students a framework for exploring different cultures and examining their common characteristics. To order call (800) 225-3809.

Lerner, Edward. *Cultural Conflicts: Case Studies in a World of Change.* Portland, Maine: J. Weston Walch, 1993. This resource for teachers promotes understanding in an interdependent world of 12 world cultural areas. Materialas for each area include a map, background facts, teaching materials, and reproducible pages with descriptions for student role playing.

Liptak, Karen. *Coming-of-Age: Traditions and Rituals Around the World.* Brookfield, Conn: Millbrook Press, 1994. Many societies have unique ways of perceiving coming-of-age, the time when a child becomes an adult and assumes a new role in society and a new set of responsibilities. However, among the different rituals, religious ceremonies, and traditions, common threads stand. Liptak questions the lack of powerful rites in industrial societies today and its possible relationship to the formation of gangs and other problems of adolescence.

Liu, Alan P. L. *Phoenix and the Lame Lion: Modernization in Taiwan and Mainland China, 1950–1980.* Stanford, Calif.: Hoover Institution Press, 1987. This book merits the attention of serious students of both modern China and developmental theory. It challenges the views of many specialists in these fields and provides significant insights into Taiwan's remarkable recent economic and political development.

Lost Illusions: Latin America's Struggle for Democracy as Recounted by Its Leaders. Edited by Paul H. Boeker. Princeton, N.J.: Markus Wiener, 1993. Until a dozen years ago, virtually all of Latin America was under the sway of military dictatorships that used pressure and intimidation to control people. Today, 90 percent of people in Latin America live under democratically elected governments. This collection includes profiles of and interviews with 26 leaders, advocates of human rights, who foresaw the change and made it happen.

Mapping Europe. The Europe Project/SPICE. Institute for International Studies (IIS), Littlefield Center, Room 14, 300 Lasuen Street, Stanford, CA 94305-5013, (415) 723-1114. *Mapping Europe* teaches students the basic physical and political geography of Europe as well as fundamental geographical concepts and vocabulary in a European context. This program is based on the principle that it is necessary to know about different places in the world because our actions, whether economic, political, social, or environmental, in one world region can have immediate repercussions in another world region.

The National Clearinghouse for United States–Japan Studies, Indiana Univer-

sity, 2805 E. 10th Street, Suite 120, Bloomington, IN 47408-2698, (800) 266-3815; FAX (812) 855-0455. This ERIC Clearinghouse for Social Studies/Social Science Education provides a variety of services and products for people interested in teaching and learning about Japanese culture and society and about relations between the United States and Japan. The foundation for all activities is a computer database of curriculum materials, journal articles, research reports, and other materials that could be useful to classroom teachers and curriculum planners.

Olcott, Martha Brill. *The Kazakhs* (Second edition). Stanford, Calif.: Hoover Institution Press, 1995. *Middle East Journal* called this book "quite simply the best one-volume introduction we have to any of the traditionally Islamic peoples of the [former] USSR." Dealing with history and current events of Kazakhstan, the volume also identifies areas of contention and ways in which new groups of scholars, using new sources, are approaching them. It is suggested for teachers and serious students.

One Korea? Challenges and Prospects for Reunification. Edited by Thomas H. Henriksen and Kyongsoo Lho. Stanford, Calif.: Hoover Institution Press, 1994. How will the issue of Korean reunification be resolved? The continuing ideological standoff on the Korean peninsula threatens calamity of cold-war proportions. Korean unification, experts agree, will take place, but they differ on how it will be accomplished. In this book an international panel of experts offers seven compelling scenarios for the future course of the Koreans. Whatever happens, the experts argue, we must avoid anarchy. Whether Korea's future resembles a reunited Germany, a merged but strife-torn Yemen, a bitter post–Civil War American South, or another variation, the future must be carefully planned, according to the contributors to this volume. This is a timely and compelling book for reading by teachers and serious students.

Overview of the Federal Republic of Germany and the Federal States. New York: Goethe House New York, German Cultural Center, 1993. The materials in this resource guide focus on world studies and state studies from the perspective of relations between the United States and Germany. Also available is *The Physical and Cultural Geography of Germany,* which includes geographic themes and the topics of economics, government, and culture. Copies of these materials are free to teacher-trainers planning and implementing a workshop. Included is *Workshop Leader's Manual.* To notify Goethe House of a proposed workshop and request materials, contact Goethe House New York, 1014 Fifth Avenue, New York, N.Y. 10028, (212) 439-8700; FAX (212) 439-8705.

PEOPLE AND ISSUES IN LATIN AMERICAN HISTORY series (Revised, updated edition). Edited by Lewis Hanke and Jane M. Rausch. Princeton, N.J.: Marcus Wiener Publishers, various dates. Volume II of this series, *From Independence to the Present,* covers the periods from Simón Bolívar to Eva Perón and Fidel Castro.

It is suggested for teachers and serious students.

Plakans, Andrejs. *The Latvians: A Short History*. Stanford, Calif.: Hoover Institution Press, 1995. Here is the first English-language volume to bring the history of Latvia to the threshold of the twenty-first century. An authoritative, postperestroika historical narrative, it aids in assessing Latvia's survival as an independent, parliamentary republic. It is suggested for teachers and serious students.

**Prescriptions for Saving China: Selected Writings of Sun Yat-sen*. Edited by Julie Wei, Ramon H. Myers, and Donald G. Gillin. Translated by Julie Wei, E-su Zen, and Linda Chao. Stanford, Calif.: Hoover Institution Press, 1993. Now translated into English for the first time are more than 40 writings of Sun Yat-sen, the father of modern China. From early speeches to a graduation address he made a year before his death, these translations cover the depth and breadth of Sun's philosophy. The work chronicles the development and subsequent refinement of the cornerstone of his philosophy, the Three Principles of the People, which was based on open and democratic social, economic, and political spheres. In the introduction, the editors examine the failure of Sun's principles on mainland China after his death in 1925 and the eventual success of his followers on Taiwan after 1949. This is an excellent collection of source material for teachers and serious students.

The Puerto Ricans: A Documentary History. Edited by Kal Wagenheim and Olga Jiménez de Wagenheim. Princeton, N.J.: Markus Wiener Publishers, 1994. The editors argue persuasively that the experiences of the Puerto Rican people have been obscured by propaganda and that a subtle form of colonialism endures. The accounts cover such issues as Operation Bootstrap, the development of a commonwealth, and contemporary divisions. It is suggested for teachers and serious students.

Read, Anthony, and David Fisher. *Berlin Rising: Biography of a City*. New York: W. W. Norton and Company, 1994. The author provides an overview of Berlin's history from its days as a remote area of the Roman Empire to its recent reunification. Long portrayed as a symbol of "arrogant militarism, unrestrained imperialism, bloody revolutions, and terrors of totalitarian rule," Berlin has been a center for key political events, extraordinary personalities, and contemporary leadership in Europe. This book is appropriate for students and teachers.

The Red Empire. Videotape, 54 minutes. Charleston, W.Va.: Cambridge Social Studies, 1992. The subject of this video is Boris Yeltsin's attempts to lead the Commonwealth of Independent States into a new era of sociopolitical reforms. To help students understand the Soviet Union's aims, the presentation includes the revolutionaries, patriots, warriors, barbaric dictators, and oppressors that have characterized the Soviet regime. Contact the publisher at (800) 468-4227.

Report of the New Jersey Governor's Commission on Eastern European and Captive Nation History. Jersey City, N.J.: Jersey City State College, 1989. In response to citizens' requests that East European studies be fairly and accurately presented in public schools, the New Jersey Governor's Commission was established to ensure that the history of the captive nations under Soviet oppression is told and told accurately.

Roberts, Elizabeth. *Georgia, Armenia, and Azerbaijan. Former Soviet States* series. Brookfield, Conn.: The Millbrook Press, 1992. This volume focuses on the politically tumultuous Caucasian states. It examines the recent civil war in the capital of Georgia and explores the unrest between Azerbaijan, the largest Caucasian state, and Armenia, which sees itself as the victim of Azeri aggression.

Rutland, Peter. "Democracy and Nationalism in Armenia," *Europe-Asia Studies*, Vol. 46, No. 5, 1994, pp. 839–861. Why is Armenia a nation of particular interest in the mid-1990s? Rutland explains Armenia's importance in the breakup of the Soviet Union and explores the relationship between democracy and nationalism. He advances the idea that, because of emerging nationalisms, Western scholars must reconsider their theories on the origins of nationalism. Primordial identity, stemming from ethnicity, language, and a sense of shared history seem to be stronger influences than many writers had suspected. This is a thoughtful, authoritative essay, best sought through university and public libraries.

**Russia and America: From Rivalry to Reconciliation.* Edited by George Ginsburgs, Alvin Z. Rubinstein, and Oles Smolansky. Armonk, N.Y.: M. E. Sharpe, 1993. In the 1990s the United States and Russia find themselves at a watershed: The cold war is over, the Soviet Union has been dissolved and replaced by 15 independent nation-states, and the security of the two great powers seems more than anything else a function of domestic reform. American and Russian leaders are rethinking their foreign policy priorities and their countries' relationship with one another. This volume examines a range of critical issues and their implications for relations between the United States and Russia. Telephone the publisher at (800) 541-6563 or (914) 273-1800 for purchase information.

Schive, Chi. *The Foreign Factor: The Multinational Corporation's Contribution to the Economic Modernization of the Republic of China.* Stanford, Calif.: Hoover Institution Press, 1990. An interesting study of the contributions to Taiwan's economy made by direct foreign investment, this book shows that technological change has greatly aided the island's economic growth. It is suggested for reading by teachers.

The Second Russian Revolution. Assignment Discovery series. Six videotapes, 60 minutes each. The Discovery Channel, 1992. This series, produced by the Discovery Channel and the BBC, provides an in-depth look at the August coup which led to the demise of the Soviet Union. The programs include documentary footage of the "revolution" and interviews with Soviet leaders. The series is available for purchase through social studies supply houses.

Serbia's Historical Heritage. Edited by Alex N. Dragnich. Bradenton, Fla.: East European Monographs, 1994. As this *Course Models* goes to press, conflict in the Balkans increasingly threatens to ignite an international war. Access to sound information is vital. The contributors to this small volume provide a series of essays on the Serbs, their traditions, and their convictions. Several key periods in Serbian history are highlighted, as are current issues. An essential book for anyone researching Balkan issues, this book is distributed by Columbia University Press, New York, as is Dragnich's *Saga of Kosovo*. See also his authoritative study *Serbs and Croats: The Struggle in Yugoslavia* (San Diego, Calif.: Harcourt Brace, 1992; paperback edition, 1993).

Shaping a New Economic Relationship: The Republic of Korea and the United States. Edited by Jongryn Mo and Ramon H. Myers. Stanford, Calif.: Hoover Institution Press, 1993. After the Korean War in the early 1950s, the United States and Korea developed a mutually beneficial trade relationship. Within a decade or two, however, Korea had expanded its manufacturing exports at a startling rate. In the late 1980s, American manufacturing firms were struggling against high interest rates and a flood of low-priced, high-quality foreign imports. In these essays, American and Korean experts in East Asian studies and international and political economics examine the historical trade frictions and speculate on how the traditionally strong relationship might eventually result in a full-fledged free trade agreement. The book is suggested for teachers and serious students.

Simmie, Scott, and Bob Nixon. *Tiananmen Square*. Seattle: University of Washington Press, 1989. This is an account of uprisings at Tiananmen Square by foreign journalists who witnessed firsthand the repression of student demonstrators.

*Southern Center for International Studies, 320 West Paces Ferry Road, NW, Atlanta, GA 30305. One of the oldest U.S. institutions devoted to international studies, the center continuously develops fresh material for teaching current events. Teachers' guides, hand-out masters, and videocassettes of interviews with U.S. secretaries of state make attractive packages of material teachers find helpful. When activities are too sophisticated for some students, they are easily adaptable. Units currently available include *The End of the Soviet Union, Europe After the Cold War*, and *The Middle East in Transition*. Other resources are in development.

Stanford Program on International and Cross-Cultural Education. SPICE, Littlefield Center, 300 Lasuen Street, Room 14, Stanford, CA 94305. This curriculum development project offers a substantive collection of inquiry-based, multimedia curriculum materials on China, Japan, Europe, Africa, and Latin America with some focus on the immigrant experience in the United States. The following publications may be useful for studying some topics in this unit: *Eastern Europe: The Unfinished Revolution; Free to Choose: A Teacher's Guide to Revolution and*

Reform in Eastern Europe; Soviet-American Relations: Cold War to New Thinking; The Anatomy of Conflict; The Collective Legacy; Decision-Making and the European Communities; Dissidence and Conformism; The Modernization of Japan: Continuity and Change; The New Europe; When Iron Crumbles: Berlin and the Wall; and *World Cultures.*

Symynkywicz, Jeffrey. *Václav Havel and the Velvet Revolution.* Parsippany, N.J.: Dillon Press, 1995. The lives of few people today match the color, drama, and depth of Václav Havel's. Symynkywicz presents Havel as a hero for our time: a man who refused to go along with brute power and who dared to face persecution and arrest in search of truth. Havel is one of the most respected figures in the world today, and this biography is intended to inspire high school readers toward an appreciation of a great man.

Immigration continues to be an aspect of life in the contemporary world. Here, immigrant Indian women feed tablecloths through an ironing machine in an industrial laundry. Photograph by David Barton. Used by permission.

Tien, Hung-mao. *The Great Transition: Political and Social Change in the Republic of China.* Stanford, Calif.: Hoover Institution Press, 1989. Hung-mao Tien discusses the political transition in Taiwan under the rule of the Chinese Nationalist party, the Kuomintang, that has been under way since 1986 and the social, economic, and political transformation that has occurred over the last three decades. This is a definitive study of the political system in Taiwan and the social forces that helped shape it. It is suggested for teachers and serious students.

*Tismaneanu, Vladimir. *Eastern Europe After Communism: Reinventing Politics from Stalin to Havel.* New York: Free Press, 1992. The author's skillful investigation of the Eastern European political scene on the eve of the 1989 revolution uncovers a vital story—one that the media missed—behind the upheavals of that year: how independent social movements such as the Jazz Section and Charter 77 in Czechoslovakia, the Hungarian Democratic opposition, and the Orange Alternative in Poland spearheaded the confrontation that led to the overthrow of the "Gang of Four"(Ceausescu, Jakes, Honecker, and Zhivkov). He views the current reunification efforts to achieve pan-European arrangements. Contact the publisher at (212) 702-5577 for purchasing information.

Transition to Capitalism? The Communist Legacy in Eastern Europe. Edited by Janos Matyas Kovacs. New Brunswick, N.J.: Transaction Publishers, 1994. The post-Communist transformation following the political revolution in Eastern Europe has produced mercurial political ideologies, social values, and theoretical paradigms. The authors question whether these legacies of communism support a transition to capitalism. The book includes studies of the emergence of powerful older themes, such as nationalism, religion, and ethnicity.

Two Societies in Opposition: The Republic of China and the People's Republic of China After Forty Years. Edited by Ramon H. Myers. Stanford, Calif.: Hoover Institution Press, 1991. During the last four decades two distinctly different Chinese societies have evolved: the Republic of China on Taiwan, moving toward modernization and economic stability, and the mainland People's Republic of China, becoming more stratified according to privilege and power while regressing socially and economically. The focus of the book is a new concept—the emergence of different societies. This is one of the few volumes to compare various aspects of the two societies. The range of analyses, viewpoints, and issues discussed provides a good overview.

A Unique Relationship: The United States and the Republic of China Under the Taiwan Relations Act. Edited by Ramon H. Myers. Stanford, Calif.: Hoover Institution Press, 1989. The Republic of China on Taiwan has achieved economic modernization and, more recently, political democratization. Its achievements stand as a powerful challenge to Chinese communist rule on the mainland. The unique relationship between the United States and the Republic of China, especially from 1979 to 1989, and the way in which this unusual relationship has shaped history—and will continue to shape it—are the subjects of the essays in this volume. Collectively the papers represent a thorough record and reasoned analysis of the evolutionary development and effectiveness of the TRA (Taiwan Relations Act). The perspectives of the primary nations—the United States, the Republic of China, and the People's Republic of China—are well drawn and fairly stated. The book is suggested for reading by teachers.

Uprooting Leninism, Cultivating Liberty. Edited by Vladimir Tismaneanu and Patrick Clawson. Lanham, Md.: University Press of America, 1992. Since 1989 states within the former Soviet Union bloc have had two staggering tasks: extirpating the political-economic institutions of Leninism and establishing the political-economic institutions of liberal capitalism. The essays examine the underlying political forces that led up to the demise of the soviet union, demonstrating how far the region has come in establishing democratic regimes. They analyze the looming political obstacles to the creation of a free society, offer suggestions for overcoming these obstacles, and look at the challenges of transforming socialist economies into market systems. For purchasing information, telephone (800) 422-6420.

*Von Der Heydt, Barbara. *Candles Behind the Wall.* Grand Rapids, Mich.: William B. Eerdmans, 1994. The author writes of the role religion played in the collapse of communism. Through more than 100 personal interviews with people living in the former Soviet Union and in Eastern Europe, she documents the birth of moral and spiritual resistance to communism and the fear and hate it overcame. Of particular interest are the stories of Father Gleb Kakunin, who was ordained during Khrushchev's campaign against the churches in the 1960s, and Anatoly Rudenko, who was placed in a psychiatric hospital and administered debilitating drugs because he would not admit to crimes he did not commit. Telephone (800) 253-7521 for purchasing information.

Wattenberg, Ruth. "Ceauşescu's Schools." *American Educator* (Fall, 1990). Romanian education, before World War II, was of high quality, but it degenerated under communism and Ceauşescu's rule. During one-third to one-quarter of the school year, students were laboring in the fields or factories. Most in-school time was spent on political activities. In the interview conducted in Romania by Wattenberg, she was told that communists have an aversion to intellectuals and intellectual life.

Weston, Mark. *The Land and People of Pakistan.* New York: HarperCollins, 1992. High school students will find this introduction to Pakistani history, geography, and culture to be informative and thought provoking.

**Windows to the World. THE CHANGING WORLD* series. San Ramon, Calif.: IVN Communications, 1995. Produced in association with Rand McNally, this videocassette series includes instructional materials to help teachers using the videos in the classroom. Currently, the series focuses on eight Asian countries: Japan, Vietnam, India, Thailand, China, Korea, Taiwan, and the Philippines. Maps, quizzes, critical-thinking questions, and ideas for teaching strategies are provided. Teachers and librarians interested in the series may contact the producers at (510) 866-1344, extension 247.

WORLD IN CONFLICT series. San Diego, Calif.: Greenhaven Press, various dates. Books in this series look at important worldwide political events that are reshaping the world around us. Presently the series consists of three books: *The Collapse of the Soviet Union, The Reunification of Germany,* and *The United Nations.* These materials are easy for high school students to use.

Wren, Christopher S. *The End of the Line: The Failure of Communism in the Soviet Union and China.* New York: Simon and Schuster, 1990. Wren's study focuses on the Soviet Union's and China's inabilities to address pressing social and economic issues. This is a personal account with interesting anecdotes.

Yi, Mu, and Mark V. Thompson. *Crisis at Tiananmen.* San Francisco, Calif.: China Books and Periodicals, 1989. A chronicle of the events leading to the demonstrations and the repression of the student movement in June, 1989, this book, written by a Chinese journalist, includes a number of photographs that

are vivid reminders of the peaceful protest and its violent repression. Half of the book is devoted to speeches, newspaper articles, and eyewitness accounts.

Zurlo, Tony. *China: The Dragon Awakes*. DISCOVERING OUR HERITAGE series. New York: Dillon Press, 1994. This book is recommended for students because it presents a vast amount of information in a concise, easy-to-read way. It presents the broad outlines of Chinese history and culture. Particularly helpful are the appendixes, which include addresses of Chinese consulates, a glossary of terms and place names, and a time line of major events in Chinese history. If China is a new topic for students, Zurlo's book may be a good place to start before continuing with more sophisticated materials.

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